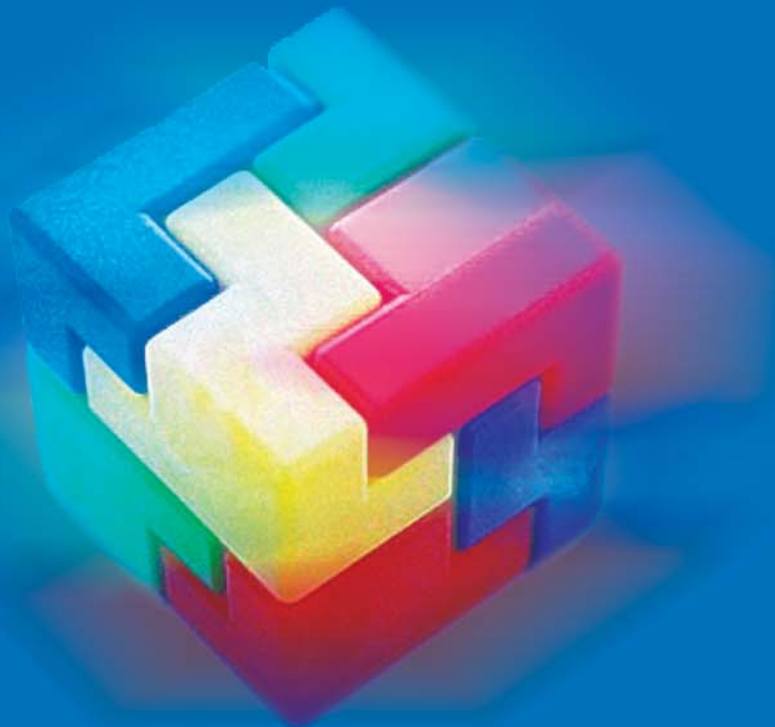


Creating Harmony in the Classroom

Building Safe and Inclusive Classrooms
for Special Populations



Youth Conflict Resolution
and Peer Mediation Program

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Dedication

*In Memory of Rosa Parks
who sat down so that we all might rise!*

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Acknowledgement

For Julia Greer-Hardeman, Commissioner with the Federal Mediation and Conciliation Service, for her tireless dedication to building inclusive and safe schools for all youth regardless of race, ethnicity, gender, religion, and ability. Her innovative vision for this project forges new areas of conflict resolution education. Her commitment promises to benefit many youth across the nation.

For Kathy Hanson Ph.D., Education Specialist with the Federal Mediation Youth Violence Prevention and Conflict Resolution Program. Her support was greatly appreciated.

For Blind, Deaf, DeafBlind, and Special Education youth everywhere.

Federal Mediation and Conciliation Service

In response to a mandate from Congress to utilize the Agency's expertise to address youth violence prevention and develop conflict resolution programs in the nation's schools, the Federal Mediation and Conciliation Service has partnered with communities and organizations nationwide in programs to teach children and young adults the skills they need for the peaceful resolution of conflict. The FMCS is a sponsor of this publication as well as other similar projects designed to help students learn how to successfully manage the conflict in their lives.

For information regarding the FMCS youth programming, please contact Ms. Fran Leonard, Chief Financial Officer of the Federal Mediation and Conciliation Service, at (202) 606 - 3661, 2100 K Street, N.W., Washington D.C. 20427.

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Elizabeth A. Barton is an Assistant Professor and Associate Director of the Center for Peace and Conflict Studies at Wayne State University in Detroit, Michigan. As a psychologist, Barton has served as an expert in school-based violence for over 15 years. She has provided educational training and consulting to over 20,000 administrators, teachers, parents, and students on how to build inclusive and effective classrooms of problem solvers. Dr. Barton is an internationally and nationally recognized trainer on violence prevention and cross cultural conflict. She currently oversees comprehensive violence prevention programming in 17 Detroit Public Schools.

Barton is the author of numerous publications including Leadership Strategies for Safe Schools and Bully Prevention: Tips and Strategies for School Leaders and Classroom Teachers. She was recently awarded a multi-year grant from the U. S. Department of Education to study the effects of violence on children's learning and is currently directing a statewide assessment of youth violence prevention programming in the State of Michigan.

During her career, Dr. Barton has taught over 20 different courses at Wayne State and



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Since 1995, Roberta has been an Assistant Prosecuting Attorney with Wayne County and she joined the Juvenile Division in 2001, where she has taken an active interest in issues related to school violence and the problem of student truancy affecting public schools in Wayne County.

Roberta was instrumental in developing and implementing an important anti-truancy program, "Erase Truancy", in which the Wayne County Prosecutor's office developed a working relationship with the schools, social service agencies, and community organizations to offer solutions to the problems of truancy. Since "Erase Truancy" began, 26 school districts in Wayne County, including Detroit, have adopted the program.

Gwen McNeal M.A.

Gwendolyn McNeal has been in the field of State Agency Vocational Rehabilitation for the past 30 years. She started her career as a field counselor. She was an assistant regional supervisor for years and East Regional Supervisor (encompassing half of Michigan) for the past 2 years.

Gwen has a B.A. in DeafBlind Education from Michigan State University, a M.A. from Wayne State University in Learning Disabilities, as well as 30 plus credits in Rehabilitation Counseling classes from Wayne State University.

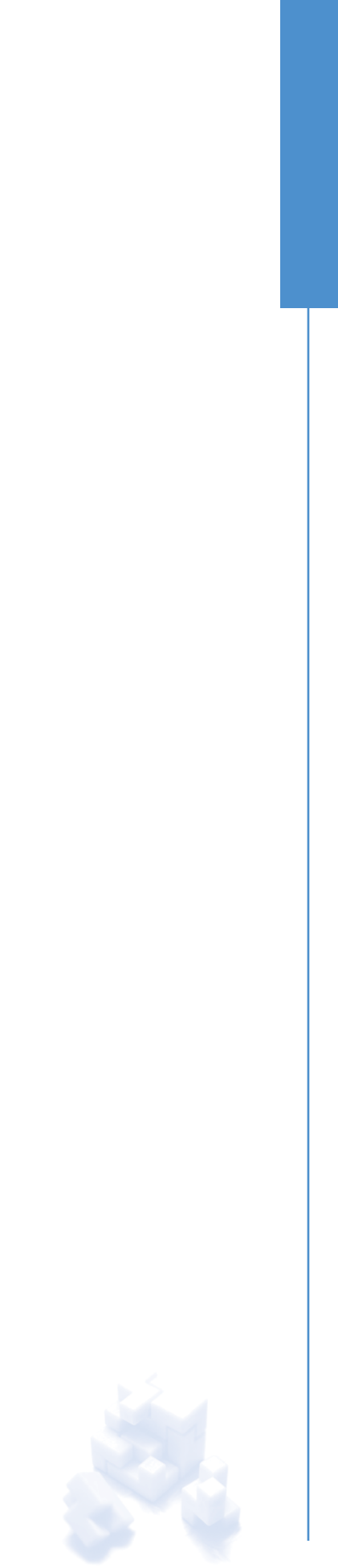
She serves on numerous educational advisory boards.

Susan Mason M. Sc.

Susan Mason has been an educator for twenty eight years, with a focus in special education. Most of her work has been concentrated in working with youth who are at risk, who fall outside the norm of traditional school and learning structures.

Susan received her Bachelor of Education at the University of Windsor and furthered her studies in special education at York University in Toronto. She earned her Masters Degree at Pepperdine University in Los Angeles, California.





Susan taught at the Twin Lakes Secondary School in Orillia, Canada for thirteen years, leaving Canada in 1991 to continue her career in Gulfport Mississippi. She taught in the Juvenile Court Facilities in the Los Angeles area as a Resource Specialist with the Los Angeles County Office of Education.

Susan now resides in the Detroit area where she is employed as a Transition Specialist with Detroit Public Schools.

Dee Robertson M.A.

Dee Cogburn Robertson is a Certified Rehabilitation Counselor with a Master's degree in Professional Counseling from Central Michigan University. She also has earned certification as a sign language interpreter with a State of Michigan Quality Assurance Level III and holds two Associate degrees in this field.

Dee has worked in the human services field since 1987, with a strong interest in advocacy for the rights of persons with disabilities. She began her career as a sign language interpreter for Lansing Public Schools. She currently serves on three committees to promote accessibility for persons with disabilities and adherence to the Americans with Disabilities Act, the Department of Labor and Economic Growth ADA Accessibility Committee and the State of Michigan ADA Oversight Committee.

Dee is currently the only non-DeafBlind member of the Executive Board of Directors for the statewide peer support group for persons who are DeafBlind. She previously was elected to the Executive Board of the Michigan Registry of Interpreters for the Deaf, serving as secretary and vice president for 7 years.

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Julia Greer-Hardeman is a Commissioner with the Federal Mediation and Conciliation Service serving the Detroit, Cleveland, and Philadelphia Field offices. For over 30 years, Greer-Hardeman has taught conflict resolution to children and adults across metropolitan Detroit. She has conducted train-the-trainer sessions in Michigan, Ohio, New York, New Jersey, Pennsylvania, Mississippi, Kansas, and South Africa. A frequent lecturer, Julia has taught at the University of Iowa, Michigan State University, University of Michigan, Oakland University, and Wayne State University.

A strong labor advocate, Julia served as a Steward, Vice President, and President for the Communication Workers of America before becoming a Commissioner.

Julia is the President of Michigan Minority Woman's Network and is a member of the National Organization of Women.

Greer-Hardeman possesses a B.A. in Public Administration from Mercy College and is a graduate of Wayne State University's Labor School.

The Need for Conflict Resolution Education Programming for Special Populations of Youth

Today's school students are tomorrow's American workforce. According to Greer-Hardeman (1996), the growing and alarming incidence of violence in our schools will inevitably find its way into the workforce if young people do not learn better ways to resolve their differences than by resorting to violence. Teaching youth about peaceful dispute resolution techniques and problem solving skills will make for better, safer, and more productive workplaces in the future. Schools and teachers, therefore, must take an active role in the education of social skills as primary prevention of violence in adolescence and into adulthood.

According to Barton (2004), teachers across the nation are increasingly faced with the responsibility of creating safer schools while developing children's academic goals. Students who perceive that their school is "safe", or that the school is free environmentally and socially of any potential harm and danger, are more likely to succeed academically than students in "unsafe" schools. On the other hand, students who are experiencing an increased sense of uneasiness, distrust toward others, and a lack of perceived safety as a result of their personal situation as well as local or national events, have the potential not to excel in school. Unfortunately, heightened anxiety and decreased motivation is becoming increasingly more commonplace, deeply affecting students' behaviors and academic achievement.

For some time, researchers have clearly indicated a strong relationship between students' exposure to violence and decreased academic achievement, particularly in urban youth populations (Henrich et al, 2004 and Schwartz & Gorman, 2003).

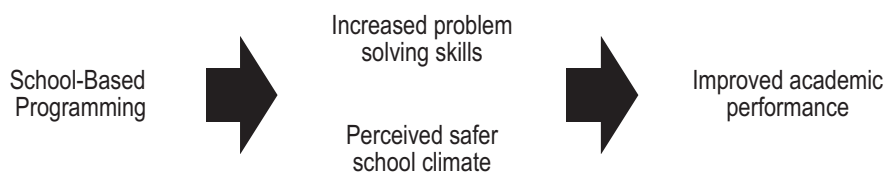



Figure 1.





As depicted in Figure 1, students who are more sophisticated problem solvers demonstrate greater academic achievement and greater ability to recover from such at-risk variables as low self-worth and poor peer relations (Johnson and Johnson, 1993). Students who perceive their school as safe are more likely to excel in cooperative learning, demonstrating greater perspective taking skills and greater sensitivity toward students different from themselves. The need for teaching students social skills is becoming a necessary component for improving children's academic performance and building safer schools, particularly in the secondary grades.

Teaching conflict resolution education in school is not a new approach to curbing youth violence. In fact, one of the first recognized conflict resolution education programs was the Children's Project for Friends, a Quaker project that taught nonviolence in New York City's public schools. In 1996, the Conflict Resolution Education Network (CreNet) now known as the Association of Conflict Resolution (ACR) reported that approximately 10% of all public schools in the country have implemented conflict resolution programs in the classroom or schoolwide.

Proactive approaches to conflict resolution education have been created and implemented in schools, yet few have addressed the needs of special populations of youth. Specifically, few programs have been developed to prepare educators to teach conflict resolution to classrooms of mainstreamed students with special needs. Mainstreamed deaf and visually impaired youth are particularly vulnerable during conflicts with others, because of communication challenges and a lack of understanding by seeing and hearing youth. An educational system of proactive methods designed to prevent or peacefully resolve conflict is needed where physically challenged students are increasingly mainstreamed into traditional schools.

This book has been designed to assist teachers with building an inclusive and safe classroom for all students, including special needs, deaf, and visually impaired youth. Teachers who build an inclusive and safe classroom environment are encouraging all youth to excel academically and socially.



*Approximately 10% of children who are born with
a severe to profound hearing loss are born to families
in which one or both parents are also deaf*

Special Student Populations

Deaf

Approximately 10% of children who are born with a severe to profound hearing loss are born to families in which one or both parents are also deaf (Leonard et al., 2002). The remaining 90% are born to parents who have little or no knowledge of deafness and/or sign language. The vast majority of these parents never learn sign language at an advanced, fluent level due to a variety of reasons.

Students who are deaf and use sign language for communication were almost all sent to residential schools for their education until approximately 1980. Since then, education for students who are deaf has increasingly been in mainstreamed programs in local schools, with accommodations of sign language interpreters and other professionals who assist in the education. This has been considered under the IDEA and other laws concerning education of students with special needs to be the “Least Restrictive Environment.” In reality, however, in some ways this has become the most restrictive environment for students who have severe to profound hearing loss because of the language barriers that are inherent in the mainstream environment. For instance, many schools have only one or two students using sign language interpreter services to access the curriculum. These students often have little opportunity to learn the many lessons that their hearing peers get through social interaction or simply by overhearing another student get into trouble for inappropriate behavior. If there are other students who also are deaf attending the same school, these students are usually paired for classes as much as possible to maximize the sign language interpreter services and save the cost of additional interpreters being needed.

Indeed, cost saving measures often result in perceived differential treatment within a classroom, heightening the likelihood of peer conflict due to the “uniqueness” of deaf youth. For instance, students may believe that special needs students are receiving more attention, easier academic tests, and that expectations differ for these students. Resentment and anger are common in many school programs with mainstreamed deaf students, often resulting in violence and bullying behaviors by hearing youth.

Although the need is great, scant curriculum is available on conflict resolution education for diverse student populations.



*An individual is considered legally blind
if his or her vision is 20/200 with best correction
or with a 20% or less restricted field.*

Visually Impaired

Visually impaired refers to a condition in which visual acuity is not sufficient for the child to participate with ease in everyday activities. It includes persons who never had any visual functioning, as well as those who became impaired gradually, or suddenly, partially or totally blind. An individual is considered legally blind if his or her vision is 20/200 with best correction or with a 20 degree or less restricted field. This means that what a person with normal vision can see at 200 feet, a legally blind individual would have to stand twenty feet away to obtain the same visual acuity.

Children with visual challenges are often at risk for intentional aggression by their peers. The lack of ability to see visual cues of anger and aggressive behavior places a visually impaired child at a disadvantage during social conflict. Additionally, the inability to see the perpetrator of violence increases the visually challenged students' risk for becoming the object of bullying behavior.

Past studies have compared the development of children with visual impairments with that of sighted children. Some researchers have found that children with visual impairments had some delays in the acquisition of developmental milestones, but that the differences disappeared over time (Ferrell, 1986). Others have indicated that visually impaired children who did not have additional disabilities did not differ greatly from that of their peers (Cowen et al., 1961; Freeman et al. 1991; Sacks & Wolfe, 1988).

Wolfe (1988) suggests that to facilitate the social and emotional needs of the visually impaired child, interventions such as providing instruction in social skills and encouraging children to be problem solvers and not risk takers should be implemented.

Special Education Population

Special Education is a service which is provided for a broad range of students with disabilities. A student with a disability, receiving special education services, has been determined by an individualized education program team, to have one or more impairments which adversely affects the learning process. Approximately 80% of these students have an average or above average level of intelligence. Too often the self esteem of special education students is negatively impacted by the knowledge that they learn differently or for other reasons, require special education services.




Students who have been identified to receive special education services have an Individual Education Plan (IEP). The IEP is a plan for the education of the student and is written in consensus between the student and parents/guardians, and the school. Sometimes, community agencies are involved. The IEP ensures that informed decisions are made to meet the student's educational needs.

The following lessons were developed to assist teachers to facilitate the teaching of personal and social skills to students with disabilities. The lessons will support teachers as they work with students to reach their full potential and to become competent members of society.

Conflict Resolution Education

The primary goal of all conflict resolution education is to affect changes in students' skills, knowledge, and attitudes regarding the nature of conflict and to promote constructive resolution of interpersonal conflict. Conflict resolution curricula provide students with the opportunity to demonstrate and improve communication and problem-solving through role-playing conflict situations and generating responses to hypothetical situations. Introducing students to conflict-related terms such as mediation, negotiation, and conciliation, and improving students' methods of expressing themselves are ways conflict resolution curricula improve student knowledge and skills. Understanding that conflict can provide opportunities for growth and constructive methods of conflict resolution may produce more desirable outcomes than violent methods helps shape students' attitudes toward more prosocial behaviors.





The foundation for conflict resolution education for young adults encompasses:

- a. teaching tolerance and an acceptance of diversity. Because diversity is the essence of differences among people, disagreements about opinions and behaviors will occur among diverse populations. Conflict resolution education should promote valuing differences in others while encouraging methods for better identifying similarities as a means of producing constructive rather than destructive methods of conflict resolution.
- b. understanding changes (planned or imposed) creates growth. The human developmental timeline possesses considerable changes in physical, cognitive, and social domains. Although the process of change is difficult, psychologically and sometimes physically, the “new stages of development” often provide great opportunities for intrapersonal and interpersonal growth.
- c. learning that civility will take stress out of relationships. Constructive conflict resolution also will give balance to your life by adding humor and cooperation.

Organization of the Book

This book is intended to provide teachers of secondary grades with practical strategies, information, and lesson plans to develop, implement, and evaluate conflict resolution programming. The book provides teachers with a foundation for understanding the essential skills of constructive conflict resolution including concepts related to developing the self, improving interpersonal relations, and applications of mediation to school settings. The format of the book encourages students to learn and practice new skills using interactive exercises and real life scenarios. Secondary educators may use the real-life student portraits to supplement the lesson content, or these may be used as stand-alone lessons for classroom instruction.

Creating Harmony in the Classroom uniquely includes materials relevant for teachers of students with special needs, including the deaf and visually impaired. Lesson plans include important hints to consider while working with students, as well as resources for teachers to learn more about the needs of



students of special populations. Strategies for building inclusive and harmonious classrooms are emphasized.

Chapter 1 Building Students' Self Awareness Skills outlines the importance of building a foundation for constructive conflict resolution by developing children's self awareness skills. Students' with heightened self awareness are more likely to control destructive impulses and manage their anger; important ingredients for reducing the likelihood of conflicts becoming violent. This chapter includes lesson units on impulse control and managing anger and building self esteem. In addition, an empathy unit is included in this chapter, as constructive conflict will most likely occur when a disputant takes the perspective of another.

Chapter 2 Enhancing Students' Interpersonal Problem Solving Skills highlights the skills secondary students need for resolving conflict in a constructive way. Units in this chapter include communication skills and assertiveness, and how to teach the problem solving process to students. Students who use active listening skills, who assert themselves (especially in bullying situations), and who know how to use the problem solving process will be better equipped to resolve conflict in a peaceful way.

Chapter 3 Mediation and its Application in School Settings provides educators with a practical overview of peer mediation, a common violence prevention technique. Principles and concepts of mediation are highlighted for use with secondary students. An example of mediation and its application in the school setting is provided. Truancy prevention programs are highlighted as they may benefit greatly through the use of mediation.

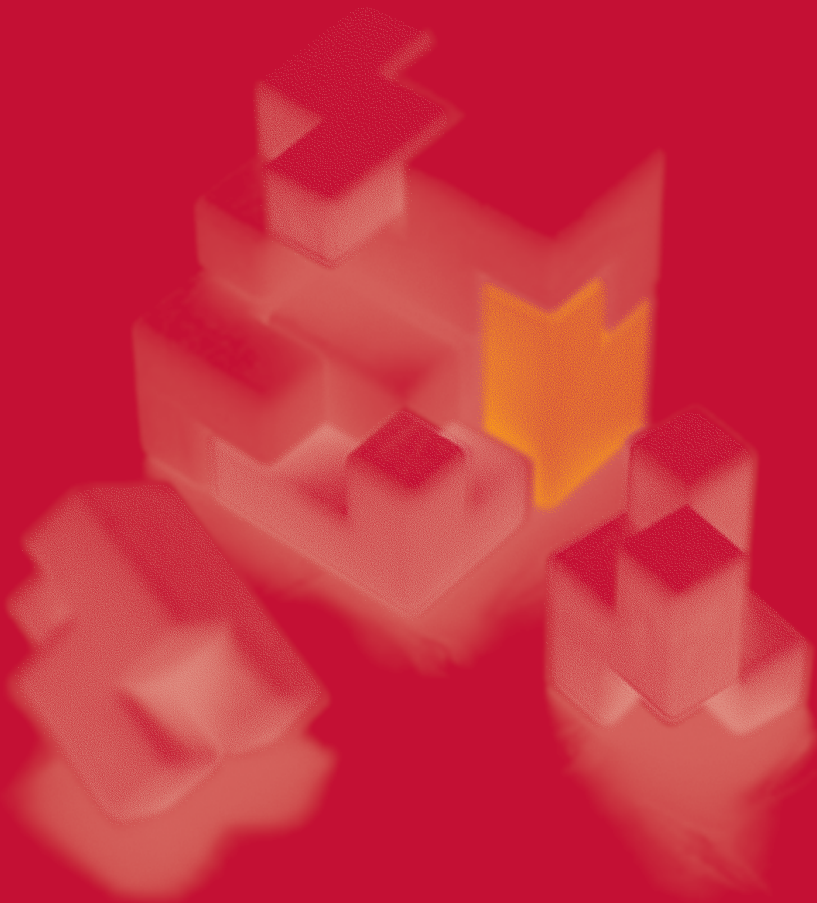
Chapter 4 Evaluating Conflict Resolution Education Programs describes methods for identifying the effectiveness of student programming. The chapter outlines the differences between process, outcome, and impact evaluation tools and provides strategies for measuring student changes in socio-cognitive competencies.

Chapter 5 Resources is designed to assist teachers and school leadership with identifying further information on conflict resolution education and on special populations. Resources represent a wide array of federal, state, and local organizations and are useful in implementing the unit lessons with deaf and visually impaired youth.



Chapter 1

Building Students'
Self Awareness Skills



Building Students' Self Awareness Skills

- a. Self-esteem
- b. Anger Management
- c. Empathy

Building Students' Self Awareness Skills

Young people who know what they think, feel and want, have happier, safer and more productive lives. Some children seem to begin life knowing who they are and what they think. For other children the process of acquiring an identity takes a more directed effort.

When adolescents are unclear about their personal identity, they experience an empty, confusing, uncomfortable feeling. They may engage in substance abuse or other dramatic behaviors. Dramatic outward demonstrations can be an indicator of trouble within oneself.

Self awareness is an important characteristic for constructive conflict resolution. Youth who possess a positive sense of independence, planning and goal setting, belief in the future, and high self-esteem are often resilient to risk factors associated with youth violence and other antisocial behavior. Specifically, youth who are aware of their “hot buttons” are able to identify their own feelings and emotions, and can manage their emotions during potentially volatile social interactions. Youth who can demonstrate empathy and “walk in another’s shoes” are better positioned to resolve conflict peacefully.

The purpose of this chapter is to provide educators with tools to help students increase protective factors of special populations of youth. Protective factors are influences that ameliorate risk factors and promote the characteristics of resilience. Conflict resolution education programs foster youth resilience from violence and antisocial behaviors by a) teaching youth to have the power to control their own behavior by making choices that satisfy their needs and b) building youths’ sense of competency and trust in their abilities for positive human relations.

Skills training to promote self awareness is the focus on this chapter and encompasses topics of:

- Self-Esteem.
- Managing Anger.
- Empathy.

Self-Esteem

Self-esteem is a global judgment of self-worth and how well you like who you perceive yourself to be. Harter's research on self-esteem (1990) indicates that individuals' level of self-esteem is a product of two internal assessments or judgments. First, each person experiences some differences between what he/she would like to be (or thinks he/she ought to be) and what he/she thinks he/she is. When that discrepancy is low, a student's self-esteem is relatively high, yet, when the discrepancy is high, a student's self-esteem is low. Secondly, self-esteem is dependent on the overall sense of social support the student feels from the important people around them, particularly parents and peers. Persons who feel that other people like them have higher self-esteem than do persons who receive less overall support.

Special populations of youth are at-risk for self-esteem problems. For instance, Tuttle and Tuttle (2004) suggest that children with visual impairments may have lower self-esteem due to a disproportionate number of negative reflections they may experience compared with their nondisabled peers.

Indeed, self-esteem is relatively stable over time, particularly in the early childhood years. Instability of self-esteem is greatest in early adolescence (ages 11-12), when significant physical, cognitive, and social changes occur. At this time, self expectations may be changing as they move from elementary to secondary grades.

Differences in self-esteem often occur as a result of direct experiences with success or failure in various situations and when labels and judgments from others are either positive or negative in nature. Children who are repeatedly told that they are "pretty" or "smart" are likely to have higher self-esteem than are children who are told that they are "dumb" or "clumsy".

Judgments from others have a significant impact on one's internal working model of self perception. In turn, one's self-esteem significantly impacts the methods for resolving interpersonal conflict, understanding another's point of view, and identifying one's own and other's emotions during potentially violent situations

PORTRAIT LESSON I – 1

Jordan

Jordan was always cooperative and never caused problems for his mother or teachers. But, things have changed.

Jordan has become angry at home and at school. He refuses to follow rules and is often rude to his mother and his teachers.

Last weekend Jordan told his mother he was going to a basketball game. Instead, he went riding around town in a car with two older students who had alcohol in the car. Jordan's curfew is 11:00 p.m. and he didn't arrive home until 1:30 a.m.

Jordan's teacher asked him to stay after school to talk about his changed attitude at school. His grades were falling and his behavior was a problem in class. Jordan's teacher knew that he was hanging around with students who were often truant.

The teacher was kind and wanted to help Jordan. After discussing Jordan's school issues, the teacher asked him some questions about himself such as:

- "Jordan, how would you describe yourself?"
- "How do you see your future?"

Jordan just shrugged his shoulders and said he didn't know how to answer these questions. Jordan told the teacher he didn't feel like he knew himself and had no sense of who he really was as a person.

Jordan

Learning Objectives

In this activity, students will:

- Develop an understanding of how self-knowledge affects behavior.
- Describe the role of others in the development of self knowledge.
- Describe who he/she is.

Materials

- Index cards and tape.
- Journal.

Foundational Objective

- Awareness of Self.

Procedures

In this exercise, unobstructed movement in the classroom is essential. If space is limited, consider facilitating this exercise in a hallway, gym, or other location in the school.

1. WHO AM I? - A Game. Tape a card on each student's back. The card will have the name of a famous person on it. The person can be living or dead. The students will move about the classroom asking "yes" or "no" questions such as "Was I a president?" They are limited to asking three questions per person.
2. Debrief the game with the following:
"In the game we were trying to decide who we were. Could we have ever guessed who we are without the input of others? In real life, we are all trying to figure out who we are and what we want to become. How can other people - friends, family, counselors and teachers help us to see our strengths and weaknesses?"

3. Read the portrait of Jordan with the class and discuss the passage. Give students the following questions to be answered as a whole group, in pairs or individually. Record answers on the board
 - A. List three ways Jordan's behavior is the same both at home and at school.
 - B. Jordan is confused about what kind of person he really is. Because of this, Jordan is not behaving well at home or at school. Write three words that you can think of that describe Jordan's behavior.
 - C. What person or persons have helped you to figure out who you are?
4. Suggested Journal Activity.

You are a new student at Jordan's school. You and Jordan are both sitting in the office. Jordan is waiting to see the school principal and you are waiting for a schedule of your new classes. You and Jordan begin to talk. Write five to ten sentences telling Jordan who you are and what kind of person you are.

PORTRAIT LESSON I – 2

Lily

Lily is very quiet, both at home and at school. She doesn't smile very much and she isn't friendly, so the kids at school ignore her. She doesn't have a good friend and always feels like an outsider.

Lily is barely passing her classes. She can't keep her mind on her work and can't remember what the teacher said. This makes Lily feel that she isn't very smart and sometimes she tries to cover up by not even attempting her lessons. To others it looks like she just doesn't care.

Lily's father left his family three years ago. Lily's mother is always too tired to talk to her because she works two jobs. Sometimes Lily thinks it is all her fault.

Lily's teacher encouraged her to join a group for girls at school. Lily went to the meeting but felt so insecure and nervous she never went back again.

At Lily's IEP (Individualized Education Planning) meeting, the teacher asked Lily to tell her some things about herself so she could get to know Lily better. Lily told her teacher she didn't know what to say other than she just has a lot of problems.

Lily

Learning Objectives

In this activity, students will:

- develop appreciation of self.
- describe positive characteristics of self.
- describe/identify what makes him/her happy.
- develop helpful solutions.

Materials

- Student Handout - Why I Don't Smile/Why I Smile.
- Student Handout - A Message to Myself.

Foundational Objective

- Awareness of Self.

Procedures

1. Read the portrait of Lily and discuss the passage.
2. Group Activity - Why Lily Doesn't Smile. Students may use clues from the portrait of Lily and give reasons why Lily doesn't smile. Record responses on the board. Ask students to complete the handout and ask for volunteers to share what they wrote.
3. Discussion Question - Why is it important to know what makes us smile and what makes us unhappy?
4. Students complete the Handout "A Message to Myself".
5. Divide the class into pairs or small groups.
 - Ask each group to choose a recorder.

- Each group will suggest three ideas for helping Lily.
- Each group will report their ideas to the class.
- Role plays can be developed from these ideas.

LESSON I-2

Student Handout. Why Don't I Smile/ Why Do I Smile



Why Don't I Smile

Why Do I Smile

Student Handout A Message To Myself

1. Write three positive words that describe you.

2. What do you consider to be your greatest accomplishment?

3. What would your best friend say is the best thing about you?

4. What is the most positive message your parents/guardians gave you?

5. What would you most like to be remembered for in your life?

PORTRAIT LESSON I – 3

Olivia

Olivia's parents don't know what to do. She is causing so many problems at home. She has become rebellious about household rules and has become a bully towards her younger sister.

Olivia insists on wearing clothing her parents don't approve of. She has been sent home from school for wearing inappropriate outfits to school. Olivia used the money she had made babysitting to get her nose pierced even though she knew her parents would disapprove.

At school, Olivia has become a disruptive influence in the classroom. She has been skipping class and no longer keeps her scheduled appointment in the resource room. Last week Olivia was suspended for smoking in the bathroom at school.

The teacher told Olivia's parents that she seems to be "searching to find herself".

Olivia

Learning Objectives

Students will:

- See the relationship between behavior and self-awareness.
- Develop a personal profile.

Materials

- Handout - Don't Know Who You Are?
- Handout - Developing a Personal Profile.

Foundational Objective

Awareness of Self.

Procedures

1. Read the portrait of Olivia.
2. Ask the students for their impressions of Olivia. Discuss the meaning of the last line - "The teacher told Olivia's parents that she seems to be searching to find herself".
3. Read Handout, "Don't Know Who You are?" with students. As a whole class or pairs/small groups, have students compare Olivia's behavior to the characteristics on the handout. They must give reasons for their yes or no responses (e.g. for d - Often Rebellious - we chose yes because...).
4. Next, students should complete the handout, "Developing a Personal Profile". Volunteers may share what they wrote as you discuss each section of the Personal Profile.
5. Olivia's teacher is giving her the "Personal Profile" you have just completed. Why will this help Olivia?

Student Handout Don't Know Who You Are?

Directions: Compare these statements to the portrait of Olivia. Place “yes” behind each statement that reflects her behavior and then describe why you agree with the statement.

You might act this way:

- React or respond to peer pressure too easily. _____
- Do not have goals for your future. _____
- Have a habit of being critical and insulting. _____
- Are often rebellious and show little respect for rules and authority figures. _____

You might also:

- Have a potential for drug or alcohol abuse. _____
- Have a potential for eating disorder. _____
- Have a potential for depression. _____

Student Handout My Personal Profile

Who are you? This seems like an easy question, but it isn't. So many things work together to make you who you are. Now is your chance to think about what makes you who you are. Have Fun!

My Physical Self:

My Hair Color: _____

My Eye Color: _____

My Skin Color: _____

My Ethnic Background Is: _____

My Family Is: _____

My Favorite Things:

My Favorite Color: _____

My Favorite Food: _____

My Favorite Smell: _____

My Favorite Band or Musical Artist: _____

My Favorite Television Show: _____

My Favorite Place to Travel: _____

My Favorite Thing to Do For Fun: _____

My Favorite Place to Hang Out: _____

My Favorite Subject in School: _____

My Least Favorite Subject in School: _____

Other Things About Me

One famous person I would like to meet: _____

My best friend's name is: _____

My biggest fear is: _____

What I hate to do more than anything: _____

Something no one knows about me: _____

What I am most proud of: _____

Three things that are most important to me:

Three things that make me uncomfortable:

Three things I do well:

Three things I am looking forward to doing as an adult and why:

My biggest dream in life is:

PORTRAIT LESSON I-4

Jules

Jules hangs around with a group of older kids at school. Sometimes he would leave school with them and go to a park where they like to hang out and smoke. If the weather was bad they would go to the home of a friend who didn't go to school.

In class Jules behaves poorly. He is disruptive and shows little respect for the teacher and his classmates. Jules acts as if he is “cooler” than his classmates - he is better because he hangs around with older guys and engages in risky activities.

For Jules it is very important to make a fashion statement. He always wears the kind of clothes and shoes he sees in magazines. His mother is always complaining about Jules' expensive taste in clothes and jewelry. She doesn't know that his older friends wouldn't accept him if he didn't look just right.

When Jules returned to school after a three day suspension, the school counselor met with him. The counselor knew that Jules had a reading problem and wanted to help Jules get on the right path. He asked Jules what he wanted to be someday so they could start planning and setting goals.

Jules told the counselor he hadn't thought about his future and didn't know what he was suited for. After some discussions with the counselor, Jules realized he barely knew himself.

Jules

Learning Objective

Students will:

- Develop an understanding of how self-knowledge and self-esteem affect behavior.
- Explore the concept of friendship.
- Explore the concept of false values.

Materials


- Handout - My Top 5 Accomplishments Chart.
- Handout - How to Enhance Your Self-Esteem.

Foundational Objective

Awareness of Self.

Procedures

1. Read the portrait of Jules.
2. Write the following quote on the board: "You don't have to take the worst behavior of others and use it as a standard for yourself. You can choose to be better than that!"
 - A. Discuss the meaning of this quote and how it relates to Jules.
 - B. Brainstorm Activity "Ways to be a Good Friend". List student suggestions.
 - C. Discuss how Jules' friends compare to the student generated list from the brainstorm activity.
3. Divide students into pairs.
4. Each student will share with a partner what their work/career goals are and why they chose that particular goal.

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5. Group Activity: Each student will report his/her partners work/career goal and the reason that goal was chosen by the partner.
 6. Students will complete the handout, "My Top 5 Accomplishments." Those who want to may read their completed "Accomplishments" to the class.
 7. In the portrait about Jules, he has a reading problem. How do you think this affects how he feels about himself and school? Explain/Discuss as a group.
 8. What advice would you give to Jules?
 9. Distribute the handout for students "How to Enhance Your Self-Esteem".

Divide students into small groups. Assign each group several bulleted items. Instruct students to discuss the items and prepare a presentation. In their presentation to the class, students should incorporate true life examples to illustrate meaning.

Student Handout My Top 5 Accomplishments Chart

What exactly is an ACCOMPLISHMENT?

Before you write down your accomplishment, you might want to learn more about them.

An accomplishment is basically a goal that you have met. It can be as simple as not being late to school for a whole week or making sure you brush your teeth every day. Accomplishments can also be more complicated, like reaching a really important goal that you set for yourself, such as applying for college or passing your driver's education test.

The bottom line is that everything can be an accomplishment. Think about all of your accomplishments and pick out the top five. Write them in the below space:

My Top 5 Accomplishments Are:

1. _____
2. _____
3. _____
4. _____
5. _____

Student Handout How To Enhance Your Self-Esteem

The way we feel about ourselves affects the way we treat others and ourselves, and on the kinds of choices we make. Here are some things you can do to protect, raise, or reinforce your self-esteem.

- Spend time with people who like you and care about you.
- Ignore (and stay away from) people who put you down or treat you badly.
- Do things that you enjoy or that make you feel good.
- Do things you are good at.
- Reward yourself for your successes.
- Develop your talents.
- Be your own best friend - treat yourself well and do things that are good for you.
- Make good choices for yourself, and don't let others make your choices for you.
- Take responsibility for yourself, your choices, and your actions.
- Always do what you believe is right.
- Be true to yourself and your values.
- Respect other people and treat them right.
- Set goals and work to achieve them.

PORTRAIT LESSON I-5

ATHENA

Athena moved to her present school last year. It was a very hard time for her and she cried a lot. In her old neighborhood and school, Athena wasn't popular. She worked so hard at trying to make friends but it hadn't helped. Athena was very unhappy about changing schools because she was so worried that no one would like her. She was even afraid to go to school.

At her new school Athena made up stories about herself. She told the girls in her class she had been the class president at her old school. She always made fun of other kids and talked about how much better her other school was. Athena told her new classmates she was hardly ever home on Saturdays because she was always going to sleep-over parties at the homes of her many friends from her old neighborhood.

Of course none of this was true and no one believed Athena. Her new schoolmates talked about her behind her back. Her bragging and showing-off made them dislike her. It seemed that Athena wasn't interested in anyone except herself!

Athena

Learning Objectives

Students will:

- Recognize the impact of self knowledge upon relationships with others.
- Describe the characteristics of how to be a good friend.
- Understand how self-esteem shapes our behavior.
- Complete a self-esteem chart.

Materials


- A small plastic pail.
- Paper cut in strips for student responses.
- Black marker.
- Handout - Self-esteem chart.

Foundational Object

- Awareness of self.
- Awareness of self and others.
- Awareness of the concept of self-esteem.

Procedures

1. Read the portrait of Athena.
2. Place quote on board: "You can make more friends in two months by becoming interested in other people, than you can in two years by trying to get other people interested in you."
3. Discuss the quote as a whole group activity. Ask students how this quote relates to Athena. Discuss why Athena acts the way she does.
4. Role Play. Choose a student to role play Athena and others to play schoolmates having lunch with Athena after knowing her for 2 weeks. After the role play, have the students who played Athena's schoolmates discuss their feelings about Athena.

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5. Discuss how poor self-esteem is often the reason for behavior that resembles Athena's. If Athena knew she had poor self-esteem, she could understand her behavior and try to change.
 6. Discuss the meaning of self-esteem. Why do you think some people have high self-esteem and others have low self-esteem?
 7. Quote on board: "Self-esteem has been compared to a bucket of water. It starts out full when we're born, but whenever we develop negative beliefs about ourselves, it's like poking little holes in the bucket and our self-esteem drips out."
 8. Divide students into small groups. Each group is given paper strips to write on. These paper slips are called DRIP SLIPS. On each "drip slip" the students will write a situation that would be harmful to self-esteem. Each group reads their "drip slips" to the class. The "drip slips" are dropped into the plastic pail (self-esteem bucket). An example of a drip slip is "name-calling". A black hole is drawn on the self-esteem bucket for each "drip slip" that is deposited. (drip slips can be used for role-playing).
 9. Hand out self-esteem chart. Students will complete the chart and add it to their journal book. Additional suggested journal questions include:
 - A. Where do your negative beliefs come from?
 - B. What can you do about these negative beliefs?

Student Handout Self-Esteem Chart

What we believe about ourselves is usually reflected in our self-esteem. Positive beliefs make us feel good about ourselves and raise our self-esteem. Negative beliefs make us feel bad about ourselves and lower our self-esteem. Make a list of positive beliefs you have about yourself and a list of negative beliefs you have about yourself.

Positive Beliefs About Self	Negative Beliefs About Self

Managing Anger

Identifying and managing anger are important skills for the constructive resolution of conflict. Anger, like conflict, is not always negative, as it often precedes positive human growth and constructive changes in society. Similar to conflict, the way in which individuals approach anger is what differentiates positive and negative outcomes. Often students relate anger with power and power related conflict is often resolved in ways that are destructive. Media outlets promote the use of anger as a means of controlling situations, whereas, remaining calm during conflict situations is often viewed as positioning oneself in the weaker role. Yet, anger and its management is a significant tool to control the outcome of conflict situations, particularly potentially violent conflict.

Indeed, individuals tend to respond to anger in themselves and others through “fight or flight” behaviors. During conflict, humans physiologically express the need to repress the feelings of anger by fleeing or ignoring a conflict situation, or facing the conflict with violent behaviors. Anger management techniques bridge the dichotomy of the “fight or flight” tendencies, as it allows for socially acceptable and controlled expression of anger through stress reduction methods.

Managing one's natural tendency to confront or flee anger is a critical step toward constructive conflict resolution. Understanding the way the body represents the emotions of anger is important for youth, particularly at-risk youth. As a self-awareness skill, youth who learn to identify their “hot buttons” that lead to angry emotions, and learn techniques to calm anger are better positioned to control the outcomes of conflict situations.

Carl

Carl is profoundly deaf, the only deaf person in his family. His parents and brother know very little sign language. Carl attends a mainstream school with interpreter services and has had the same interpreter, Mark, for several years. However, Mark quit and no longer works with Carl. Joe, the new interpreter, signs very differently than Mark and Carl is having a great deal of trouble understanding him. Joe is also very impatient when Carl asks him to repeat a sign or explain what a sign means.

Carl is feeling very frustrated and is concerned that his grades are not as good since Mark left as they were before, but doesn't know who to talk to about this. He tries to write his frustrations down for his parents, but they just tell him to be patient and give it time. However, he knows they expect good grades and he'll be in trouble when his next report card comes home.

None of Carl's teachers know sign language well, so if he wants to complain at school, he would have to have Joe in the meeting to complain about him. Carl must trust Joe to interpret correctly that Carl thinks Joe is a lousy interpreter. Carl also fears that if he insults Joe in the meeting that school officials will do nothing and Joe will retaliate. Carl's frustration is turning to anger.

Carl

Learning Objectives

Students will:

- Identify signs that indicate that they are angry.
- Recognize “hot buttons” that may encourage angry feelings.

Materials


- Handout - Hot buttons.
- Handout - Anger management definitions.

Foundational Objectives

- Awareness of self.
- Awareness of self and others.

Procedures

1. Review new vocabulary words.
2. Ask students to describe situations in which they felt angry. Brainstorm how their bodies felt when angry. Write these physiological responses to anger on the board. Next, ask students to identify the outcomes of these situations. Did they always end in conflict? Peaceful resolution? What might make the difference between situations in which you are angry and it is resolved, versus situations that go unresolved?
3. Next, students should read the portrait of Carl. Discuss the emotions that Carl is displaying, including fear, frustration, and anger. What might happen next in this situation?
4. Working in pairs, ask students to complete the Hot Button handout. Instruct students to create a list of behaviors by others that make them hot. In the second column, ask students to identify what happens next when they become angry by their hot buttons.

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5. Debrief the exercise by asking students to read their "T" charts. What were the similarities? Differences? What do the hot buttons tell you about yourself? About others?
 6. Review the Anger Management worksheet. In small groups, ask students to discuss situations that they used the fight, flight, or positive engagement techniques.
 7. As a whole class activity, role play at least one situation from each category from the anger management worksheet. Once students have completed this, switch the outcome of the situation and role-play. For instance, a role play that culminated in flight in round one would be played as a positive engagement in round two.
 8. Following each role play that involved a fight response, ask students to think of ways that they could calm down. What techniques are necessary for not being physical?

Student Handout Anger Management

Conflict and Confrontation Definitions

- FIGHT -** A zero sum game where in order to win, one party must lose. In the case of a parent, teacher, guardian, or policeman, open competitive engagement is futile. Fighting, as we know, is conducted by abandonment of logic and sometimes employing physical confrontation. Even if victorious, the apparent victory would do more harm than good in virtually all cases. The cause for the underlying dispute is almost never addressed.
- FLIGHT -** In physical settings, it means to run. In other instances, it means denial or avoidance of an issue that remains unresolved.
- POSITIVE
ENGAGEMENT -** Occurs when the student not only “actively listens”, but develops the skills to ask questions and select solutions in a creative, respectful, non-confrontational manner. Parties will ultimately select the most positive solution.

Student Handout Hot Buttons

Hot Buttons	Outcomes

PORTRAIT LESSON I-7

Ethan

Ethan is a fifteen year old, legally blind student (20/200 vision) attending a public school. Although it is advisable that he uses his white cane at all times while walking from one destination to the next, he views this practice as being too “soft”. As it turns out, before Ethan lost his vision to a rare tumor on his optic nerve (called a meningioma) he was a rather large and precocious lineman for the high school junior varsity football team. In addition, Ethan is a devoted follower of the extreme hip/hop form known as “gangsta” rap.

Since returning to school after several months of rehabilitation therapy, Ethan has been surly, emotionally inaccessible, and combative in his interactions with his peers. Never an outstanding student, his grades have declined even more since his return and he has shown no inclination to work toward improvement.

On this particular day, one of his former team mates approached him in the hall and innocently asked when Ethan would return to the team. Ethan felt insulted and teased and swung at the other boy.

Ethan

Learning Objectives

In this activity, participants will learn how to manage their anger as a prevention tool for violence. Students will list and practice methods for calming oneself when angry.

Materials

- Portrait.
- Music and/or different types of scents.

Foundational Objective

- Development of anger management techniques.

Procedures

1. Ask students to draw a picture of their favorite place or a peaceful place they like to spend time. These places could include a beach, a favorite store, or a room in their house. Students also may describe their favorite place verbally.
2. Ask students to identify what feelings occur while they are in their favorite places. Talk about the importance of visualization to curb violent behaviors. Discuss how visualization of their favorite place will positively impact the way one approaches conflict.
3. Brainstorm other techniques that students' may use to reduce angry feelings during conflict.
4. Provide students with different types of music and/or scents. Ask students to listen to the music and/or smell the scent. Students should write down the feelings or emotions that each musical piece or perfume smell creates for the youth. Discuss how a favorite smell or musical piece can be your method for managing anger.
5. Read the scenario about Ethan. What are some things that Ethan could do to reduce his anger at the team member? What are some ways to solve Ethan's problem?

Empathy

Empathy involves the ability to understand how others feel about a situation and sensing or understanding the thoughts and feeling of others

Perspective taking involves the ability to see multiple perspectives simultaneously. Empathy involves the ability to understand how others feel about a situation and sensing or understanding the thoughts and feeling of others. These skills are necessary for helping youth resolve conflict constructively. Without empathy skills youth may not be able to “walk in another’s shoes” and only problem solve to benefit one of the disputing parties.

Researchers indicate that sophisticated perspective-taking skills are related to a variety of social skill, including constructive problem solving (Bosworth, Espelage, and Dubey, 1998). Students with sophisticated perspective taking skills are better problem solvers and are more likely to generate sophisticated methods of handling difficult social situations (Marsh, Seratica, and Barenboim, 1981). Therefore, children with more sophisticated affective perspective taking skills are likely to empathize and are often more capable of handling conflict in constructive ways.

Students younger than the age of 7 years are cognitively limited in their abilities to take the perspectives of others and to empathize. For instance, when asked, “How do you think Johnny feels when you do that..?” an adult often receives an unsatisfactory answer. These limitations may interfere with young children’s abilities to generate and select conflict resolution strategies that are equitable to both conflict parties.

Indeed, students in middle and high school levels possess the capabilities of understanding multiple perspectives and feelings and emotions of others, yet may not perform these skills during conflictual episodes. Often, students who make judgments based solely on their experiences or their own perceptions demonstrate poor performance of perspective taking skills. Youth who experience extreme abuse, neglect, or rejection, may have difficulty with empathizing (Straker & Jacobsen, 1981). Additionally, youth with aggressive tendencies and self-esteem issues often have impaired empathy abilities as they misperceive others’ actions as hostile and miss important behavioral cues.

Activities that allow students to see situations from differing perspectives are particularly helpful for teaching conflict resolution skills. Indeed, ability and performance of sophisticated perspective taking enhances the likelihood that students will a) resolve conflict using win-win strategies and b) empathize when witnessing bullying behaviors.

David

David is the only deaf student at his school. He attends a “mainstream” program with an interpreter for all classes. Even though David gets good grades and does well in his classes, he believes that he is stupid because of his deafness. He tries very hard to read lips to be able to communicate with the other students without the interpreter, but is only partially successful. Yesterday, he saw a group of boys talking about him and calling him “the dummy”. This morning, one of his teachers introduced him to the new student teacher and called him “deaf and dumb”.

David has asked to transfer to the state residential school for the deaf. The school district denied his request because he is getting good grades and they believe they have made accommodations that are satisfactory where he attends school now.

David confides to his interpreter that he is very unhappy because he has no real friends and is planning to start failing his classes so the school district might let him go to the school for the deaf next year.

LESSON I-8

David

Learning Objectives

In this activity, participants will learn how to recognize emotions and how empathy reduces the likelihood for people to act in violent ways.

Materials

- Charade and situation cards.


Foundational Objectives

- Development of empathy skills.

Procedures

Teaching Note. Visually-oriented games (e.g. Charades) should be adapted for students who have visual impairments and cannot see the action. Even if the students have someone to describe the action, the playing field is not level for them, as they must wait for the description before taking part in the activity. A student who is visually impaired may be able to follow the action if the lighting is good and the distance is appropriate for the student's vision, but this should be discussed with the student or person who understands his or her vision limitations before the exercise is conducted.

1. Write the word empathy on the board and define it. Ask students to describe situations where others have shown empathy towards them.
2. Discuss the six basic emotions: happy, sad, angry, surprised, afraid, and disgusted (Ekman & Friesen, 1975). Brainstorm how facial expressions differ for each of the emotions. What other cues does a person give when expressing these emotions? How does knowing and identifying emotions help people during conflict? How might it prevent violence?

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3. Read the case of David. Ask students to identify emotions that David is experiencing. Role play the case, asking students to think about what might happen to David in the future if he is required to remain in the school.
 4. To expand the emotions to more sophisticated behaviors, play CLASSROOM CHARADES.
 5. Divide the class into eight groups. Assign each group a bulleted item from the chart. The group will present their assigned item to the class in the form of a role play. The class must guess which item the group has been assigned. Review Feeling Cards with students to ensure meaning of the words. Students will construct sentences, which illustrate the meaning of the words. The sentences can be presented orally or as a writing assignment.
 6. Distribute feeling cards to half the class and situation cards to the other half. Tell the class that they will now get up from their seats and try to match up the feelings with the situations. When they find their pair, they are to sit down next to each other. Students may find more than one feeling to match some of the situations. If this happens, use it as a teaching opportunity.
 7. After about 10 minutes, stop the class. All students should be seated with their pairs. Ask each pair to read their situation and explain why it brought out the feeling on the feeling card.

FEELINGS CARDS 1

Discouraged

Furious

Frustrated

Anxious

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Part III, Section A, Activity 6

FEELINGS CARDS 1

Confused

Put-Down

Afraid

Disappointed

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Part III, Section A, Activity 6

FEELINGS CARDS 1

Embarrassed

Excited

Surprised

Proud

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Conflict Resolution Training for Elementary Students
Part III, Section A, Activity 6

SITUATION CARDS

You had an argument with a classmate and he threatened to get other kids to beat you up.

Your parents promised to take you to Disneyland and then said they couldn't.

You had a part in a class play and during the performance you forgot your lines.

Summer vacation starts in two days.

When you got home from school you found a package from your grandmother.

You mediated your first conflict as a student and mediator and it was a success.

SITUATION CARDS

<p>You cleaned your room but your mother said you didn't do a good job.</p>	<p>Your brother took your favorite comic book without asking and lost it.</p>
<p>You tried very hard to do a math worksheet in class, but you just didn't get it.</p>	<p>You took a test in class and are nervous about the results.</p>
<p>You asked your parents if you could go to the park to play soccer and your father said "no" but your mother said "yes".</p>	<p>Two classmates teased you at recess and called you names.</p>

PORTRAIT LESSON I-9

Steven

Steven was born hard of hearing and his hearing continues to deteriorate. He has a very hard time reading lips for communication. His mother works at McDonald's and doesn't have health insurance. They barely have enough money to pay the bills and have food every month. When his mom found out about his hearing getting worse, she wrote lots of letters and asked for donations to pay for a cochlear implant for him. He had the surgery last summer, and is amazed at how much better he can communicate now. He's doing better in his classes at school because he can hear the teacher better.

One group of boys in his school always makes fun of him, and now even more. They point to his implant and laugh - calling him "cyborg" and other names for robots. Steven takes the implant off for his gym class so it doesn't get knocked off and broken. He always puts it in a special box in his gym locker and is very careful with it. His mom has warned him that if it gets broken, he can't get another one because they cost \$10,000.

After gym class last week, Steven went back to the locker room. The group of boys that hassles him were in there fooling around, so Steven waited until they left before going into his locker. The locker was not closed all the way and Steven's implant was gone! Steven looked for it, and then went to his gym teachers to ask if the teachers had found it. The teachers helped him look, but no one could find it.

Steven

Learning Objectives

In this activity, participants will learn how inaccurate perceptions of others may influence conflict.

Materials



- Handout - Letts/Nots Culture Sheets

Foundational Objectives

- Development of empathy skills.

Procedures

1. Review the definition of empathy. Discuss how people with limited perspective taking skills may not be able to accurately reflect others' feelings and emotions.
2. Read the case study, "Steven". Talk about Steven's perceptions of the group of boys and how the perceptions may or may not be correct. How might Steven react with the boys when he returns to school? Did the group of boys possess empathy towards Steven?
3. Letts/Nots Cultures Exercise (Barton, 2004). Divide students into two groups, labeling one group the Letts Culture and the other group the Nots Culture. Provide each group with a list of only their culture's characteristics. Separate the groups for ten minutes. During this time, students should practice role playing the characteristics of the culture. After ten minutes, the Letts and Nots culture will meet for the first time. The goal of each group is to interact with the other culture and try to learn as much about them as possible through their behaviors. Group members are not allowed to inform the other group of their "written" characteristics.

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4. Discussion questions include:
 - Ask the Nots culture to describe the characteristics of the Letts culture.
 - Ask the Letts culture to describe the Nots culture.
 - How did you learn about the cultures?
 5. Allow each group to read the written characteristics of the other group before asking each group the next set of questions.
 - In what ways were you correct or incorrect?
What assumptions did you make about the other group that was correct or incorrect?
 - How do incorrect assumptions affect the way you interact with one another?
 - How do assumptions get in the way of empathy and perspective taking?
 - How does this exercise relate to the way you interact with each other in the classroom and at home?
 - Why is empathy important during conflict situations?

Student Worksheet The Letts Nots Culture

Characteristics of the Letts Culture

- Are agreeable.
- Enjoy talking and discussing issues (often loudly)..
- Love the outdoors and enjoy natural sunlight.
- Like to move around and rarely stand in one place at any one time.
- Make eye contact frequently with others.
- Stand closely to person upon meeting them.
- Often interrupt each other when they talk.

Characteristics of the Nots Culture

- Allow others to finish speaking before talking.
- Prefer to stand some distance from others upon meeting them.
- Dislike eye contact with others.
- Prefer the indoors and like to stay out of the sun.
- Do not talk often and when they do talk it is in a soft voice.
- Often disagree with the opinions of others.

Gerald

Gerald is a 17-year-old student at the local high school and has a very good relationship with his fellow students. He suffers from Stargardts disease and is legally blind. Gerald does not use a white cane to assist him in walking. Like most young men, he feels that the benefit of using the cane is outweighed by the negative impact it would have on his social life.

Gerald likes to hang out with his buddies. He and his friends like to cruise the area in cars and play sports. The group decided to go to the movies. Although he smelled liquor on his friends' breath, Gerald decided to go ahead and join the group.

On the way to the movies, Joe told them that he had some beer in the back and to help themselves. The cans were passed around to everyone. Gerald didn't want to drink, but didn't want to make his friends mad either.

The car had driven several blocks when suddenly a loud siren was heard and a police car flashed its lights signaling them to stop. Gerald was extremely frightened. He had never been in any kind of trouble with the police. On top of that, while he could see pretty well in the daytime, he couldn't see much of anything at night. If the police asked him to walk the white line, he wouldn't be able to see it and the officer would be just a shadow to him.

Officer Kirk is a 10 year veteran of the police department. He has been on patrol in the same neighborhood Gerald and his friends are driving through on their way to the movies. He has been assigned to the area because recently the department has received complaints of young men racing in the community. Although none of these complaints involved felonious activities, at least one of the arrests led to the confiscation of a nine millimeter pistol. The officer has seen otherwise routine arrests go very badly because the patrolman did not take the necessary precautions when approaching suspects.

PORTRAIT LESSON I-10

Gerald cont.

Officer Kirk sees the car with Gerald and his friends driving past him at a high rate of speed. Although they do not appear to have exceeded the speed limit by much, and certainly were not racing, Kirk decides to stop them because he sees four young males drinking from beer cans. As the officer approaches the driver's window he notices the distinct smell of alcohol. He orders the driver out of the car and calls for backup, and demands the other young men keep their hands visible until other officers arrive. The situation may be explosive because he needs to handle several potentially intoxicated young men.

Gerald

Learning Objectives

In this activity, participants will practice empathy using a real-life scenario.

Materials

- Children's books such as Cinderella and The Three Pigs
- The True story of the Three Little Pigs.
- Handout - Points to Consider

Foundational Objectives

- Development of empathy skills.

Procedures

1. Review new vocabulary from the Portrait.
2. Discuss the importance of collecting information from multiple perspectives in the classroom setting. How do stories change if only provided with one side of the story. Read children's stories such as the True Story of the The Three Little Pigs, Cinderella, and the Three Bears. These books are examples of literature that may be used to highlight the skills for empathy. How does the Three Little Pigs story change after you read about the wolf? How might the wolf and pigs resolve their differences? Discuss the impact of understanding only one side of a story during social conflict.
3. Read the cases of Gerald. How should he advise the officer of his disability and not cause harm to himself or his friends? Should the officer advise them of their rights?
4. Ask students to complete the handout, "Points to consider". Direct students to list all of the important points to consider.
5. How should Gerald and his friends react in this situation? Would their reaction be the same or different if they were aware of Officer Kirk's point of view.

Student Handout Points to Consider

Directions: Walk in Gerald and Officer Kirk’s shoes! List all of the important elements of the portrait in the spaces below.

Gerald	Officer Kirk



Chapter 2

Enhancing Students'
Interpersonal Problem Solving Skills



Enhancing Students' Interpersonal Problem Solving Skills

Young people need skills for expressing negative feelings in safe ways. They also require tools to deal with conflict. These skills and tools need to be taught. Many children do not grow up with role models in an environment where these skills and tools are presented to them.

School is not just a place where only academic learning takes place. School also provides the social setting where young people learn how to be part of the world of their own age group. This social aspect of school can be the most difficult.

Young people who are adept at social interactions, who have skills and tools to deal with negative feelings and conflict feel more in control of their lives. In this chapter, lessons are presented to improve students':

- Communication.
- Assertiveness.
- Problem Solving Skills

Communication Skills

Effective communication skills are necessary for constructive conflict resolution. Teaching students to communicate with each other is an important goal of all conflict resolution education programs. Poor communication and the inability to express oneself accurately and listen carefully to each other is often at the root of conflict (Sweeney & Carruthers, 1996). Conflict often arises because of several communication problems; individuals lack important information regarding a situation or another's feelings, or individuals possess inaccurate information regarding the situation or another's feelings (Barton, 2002). Successful communication allows students in conflict to fill in gaps in their knowledge regarding the situation or each other's feelings, enhancing the likelihood for constructive conflict resolution.

The use of active listening techniques requires conflict participants to take turns communicating. Effective communication often diffuses much of the anger accompanying the conflict and may help the disputing pair resolve the conflict through constructive rather than destructive methods. Active listening techniques encourage positive dialogue, and as one element of dialogue, the "speaker" must feel that the listener is interested in what he or she is saying and willing to participate in the dialogue.

Youth must be provided with opportunities to learn definitions of active listening techniques and then have opportunities to practice the skills in class. Role-play exercises is one effective method for practicing the six elements of active listening.

PORTRAIT LESSON II - 1

Tracey

Tracey is a fourteen-year-old totally blind student attending a local high school. Her family, which consists of a mother, father, and brother provide the basics for her and love her a great deal. The problem is that they don't really have an eye for detail, and to them, Tracey was fine exactly as she was. It did not matter to them that her braids had been done six weeks before and not tightened as her hair grew, nor shampooed as often as it should have been.

The high school that Tracey attends is quite large. She is mainstreamed into nearly all of her classes, but uses one period in the resource room to work with her V.I. teacher and paraprofessional on assignments.

One day, Tracey entered the resource room only to be told very loudly by the paraprofessional that her hair was a mess and that she needed to fix it immediately. Tracey was mortified. If she could have sunk through the flooring, she would have. She had no idea. No one had ever said anything at home and doing hair was not her mother's strength. Her classmates teased her and some laughed. She never returned to school.

Tracey

Learning Objectives

Students will:

- learn definitions of active listening skills.
- practice active listening.
- understand differences in perceptions of respectful behaviors and feelings of respect.

Materials


- Student Handout: Active Listening Definitions.
- Markers.
- Paper.

Functional Objective

- Improving communication skills.

Procedure

1. Ask students how they know someone else is listening to them. Brainstorm behaviors that show a person that one is listening. What makes a good listener? How do you know someone isn't listening? How might these behaviors differ if a person is blind or hearing impaired?
2. Review the Active Listening worksheet.
3. In pairs, ask students to "talk" about their favorite activity/hobby for three minutes. Using the active listening skills listed, the listener should practice the six elements. Once completed, ask students to exchange roles. Discussion questions should include:
 - Was it easier or harder to listen? To talk? How might the use of active listening skills differ with peers, parents, and school staff?
 - How does the ability to see or hear impact the use of active listening skills?

- 
- How might active listening skills affect conflict outcomes?
4. Discuss the portrait. How might Tracey have communicated to others about her feelings? Role play the situation, with students taking the parts of the parents, paraprofessional, and Tracey. Infuse active listening skills in the role play, providing students with another opportunity to practice.
 5. Distribute the “I Feel Respected When” worksheet. In groups no larger than 4, please ask students to complete and share their responses to other members using active listening skills.
 6. Debrief the exercise by asking students about the similarities in responses. How were the responses different? What did the students learn about themselves? Others?
 7. Behaviors associated with respect generated by the students may be used as the foundation for classroom “rules” or expectations of behavior.

Student Handout Active Listening Definitions

Active Listening Skills Techniques

- Paraphrasing: Listeners repeat back what the speaker has said as closely as possible.
- Clarification: Listeners ask questions of the speaker about what the speaker has said during the conversation to support accurate paraphrasing.
- Reflection: Listeners repeat back the speakers' feelings in contrast to paraphrasing, when the listener repeats facts.
- Encouragement: Listeners use phrases and body language to help the speaker continue.
- Validation: Listener use phrases and body language to let the speaker know that what he or she is saying is important.
- Summary: Listeners wrap up the discussion by using paraphrasing and reflection to present their understanding of the points the speaker made.

Student Handout Respectful Classroom (Barton, 2004)

Respectful Classroom Exercise

Please take a few minutes to read and complete the following statements concerning respect:

I know that I am being respected when....

I know that I am not being respected when.....

An example of a respectful behavior in the classroom would be..
(Describe the behavior)

When I am treated with respect I feel....

PORTRAIT LESSON II - 2

Esteban

Estaban, age 17 years and legally blind, will soon graduate from high school somewhere in the upper third of his class. He has determined that he would like to attend an out of state college and has invited his rehabilitation counselor (RC) to his Individualized Education Planning (IEP) meeting. During the meeting, the RC informs the student that his Supplemental Security Income (SSI funds) must be applied to his room and board at the college. His parents, who also are at the meeting interject that he cannot possibly go to school that would require that he leave home. When pressed for a reason, the family finally conceded that they rely upon these benefits to get by each month.

Estaban is furious and points out that although he will be 18 and has been receiving benefits for 11 years, he did not know that his parents depended on this income.

Estaban

Learning Objectives

In this activity, students will:

- practice active listening skills.
- understand differences in communication styles and how these differences may impact conflict resolution.

Materials



- Markers.
- Paper.

Functional Objective

- Improving students' ability to communicate through active listening skills.

Procedure

1. Ask students to create groups of three and for each student to choose the role of drawer, describer, and coach.
2. With the drawer and describer back to back, ask the coach to draw a series of shapes to create a picture. Coaches should use manipulatives for creating the "drawing" if working with visually impaired students. The coach should provide the drawing to the describer.
3. Ask describer to describe what they see in the drawing. Describer must only describe the drawing to the drawer. Once the exercise begins, the describer cannot answer questions about the drawing. The drawer should "draw" the pictures as described by the "describer".
4. Ask students to share their picture. Were they the same? How were they different?

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- 
5. Have students switch partners. Ask them to repeat the process, but this time, students may ask questions, using the active listening skills. How did asking questions help their depictions.
 6. Have students read the portrait of Esteban.
 7. Role play the situation two different ways. First, ask students to role play the situation with Esteban and his parents using active listening skills. Next, have students ignore active listening techniques. How do they differ? How did the active listening skills affect the outcome of the situation?
 8. Brainstorm Esteban's options regarding his desire to attend college and his parents' need for the income.

Toya

Toya desires very much to be on the high school cheer team. Unlike many legally blind students, she is totally blind with no light perception in either eye. Despite this disability, her grades have been outstanding and she has participated in several clubs and organizations in high school. She is popular amongst her peers and males find her physically attractive. Some teachers support her ambition to participate on the cheer team while the principal is dead set against the idea.

Many of her friends, including cheerleaders, vehemently oppose her ambitious move toward the cheer team. They consider this nothing more than selfish grandstanding that could jeopardize the team's chances of a state championship in cheerleading. Now many of her friends are abandoning her and students on the school paper refuse to speak to her.

PORTRAIT LESSON II - 3.

Toya

Learning Objectives

In this activity, participants will better understand the importance of active listening skills for understanding others' points of view. Students will:

- practice active listening skills.
- understand differences in communication styles and how these may impact conflict resolution.

Materials



- Markers.
- Paper.

Functional Objective

- Improving students' ability to communicate through active listening skills.

Procedure

1. Show a video of a storyteller where the story is told only in sign language (captioning and/or voice over interpretation is available but not turned on at first).
2. Ask students to identify the active listening skills required to understand the video.
3. Ask students to discuss the meaning and/or content of the story. When the students object that they could not understand it, discuss the implications of being hearing impaired in a hearing world.
4. Turn the video sound on and ask students to discuss the content and/or meaning. Discuss how different communication styles affect a person's understanding of a situation and how that may influence the resolution of conflict.
5. Have students read the portrait of Toya.

- 
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6. Role play the situation two different ways. First, ask students to role play the situation with Toya and her peers using active listening skills. Next, have students ignore active listening techniques. How do the role plays differ?
 7. Ask students to list the behaviors associated with each of the skills that were demonstrated in the role play.

Assertiveness

Assertiveness training education is an important topic to reduce destructive conflict resolution. Assertiveness training is critical for assisting victimized students and for creating attitudes against bullying behaviors. (Barton, 2004). Assertiveness is when an individual stands up for his or her own rights in a situation without violating the rights of another individual. Assertiveness is a required skill for bullied youth because it assists students with responding to the bully, stating their position, emotions, and needs clearly. Witnesses of bullying are more likely to defend the victim if provided with assertiveness training. Assertive responses may be either verbal or nonverbal.

Students may learn assertive verbal responses through communication skills. Teaching youth to respond to conflict with “I messages” is an important skill for reducing potentially violent situations. In many cases, when disputants are in conflict “you statements” are made rather than “I statements”. Common “you statements” include “You are such a _____” or “You always _____”. These statements tend to elevate the conflict as they are hostile and meant to inflict harm.

According to Gordon (1970), “I messages” consist of four components. These components are:

- A statement of the speaker’s feelings (e.g. I feel _____).
- The behavior that is the cause of the feeling (e.g. when you _____) .
- The reason that the behavior affects the individual (“because ...”) .
- A behavior that would alleviate the stated emotion (I would like you to....)

Assertiveness is when an individual stands up for his or her own rights in a situation without violating the rights of another individual.



Goals of Teaching Assertiveness

When teaching assertiveness, the goal is to educate students how to:

- Make assertive statements.
- Resist manipulations and perceived threats associated with bullying.
- Respond to bullying behavior.
- Enlist the support of bystanders.

“I statements” are important to special populations as they will serve as a basis for responding to conflictual situations, especially bullying situations. An example of an “I statement” might be, “I feel angry when you call me that name because it isn’t nice, and it isn’t my name. I would like you to call me Sarah”.

Donna

Donna has been hard of hearing for her whole life, but over the past two years her hearing has deteriorated a great deal. She is now having a really hard time understanding her teachers and the other students in her classes unless they are right in front of her and she can lip-read. She wants to have a CART (Computer Assisted Realtime Transcription) reporter for school, but the school district is pushing her parents to have her get a cochlear implant. Donna believes that the school is pushing for the cochlear implant because of the high cost of having the CART services.

Donna is very frightened of getting a cochlear implant and believes that it will not be as successful for her as the school principal says it will be. Donna's parents are now considering forcing her to have the surgery because she's still a minor and they see it as "fixing" her hearing. The cost of the cochlear implant surgery is not an issue because her father's insurance will cover the bills, so Donna doesn't know how to get her parents to reconsider.

Donna

Learning Objectives

In this activity, participants will:

- learn the purpose of assertiveness training.
- understand how “I messages” may play a critical role in communicating ones’ needs and feelings to prevent conflict.

Materials

- Chart paper.
- Markers.
- Definition of Assertiveness.
- Handout - “I statements”.


Foundational Objectives

- Development of assertiveness skills.

Procedures

1. Write the definition of assertiveness on the board and review with students.
2. Read the Donna scenario.
3. Ask students to create “I statements” that Donna may use to:
 - express her fear to her parents.
 - communicate her need to have the CART reporter in school.

How can Donna present a logical, well planned argument for her own point of view? As a minor, she may or may not have legal rights to make the final determination, but most parents and doctors/professionals will at least consider a well-planned, well-presented opinion when expressed. “I statements” should be useful for Donna.

- 
4. Write responses generated on the board.
 5. In groups of 3-4, ask students to brainstorm situations that they have experienced in which they have not spoken their opinion. How does it feel not to express your opinion?
 6. Each group should select at least one situation and create "I statements" that might be used by the characters. Group members should be prepared to role play the situation, using the "I statements" created.
 7. Discuss how using "I statements" affects the way one feels in conflict situations.

Student Handout "I Statements"

Directions: At your table, think of a situation where you haven't expressed your opinion, but wanted to. Then, using the following format, create at least three "I statements" that might be used in the situation.

"I feel _____ (statement of the person's feelings),
when you _____ (noxious behavior that is the cause of
the feeling) because _____ (the reason that the behavior
affects the individual). I would like you to _____
(behavior that would alleviate the stated emotion).

Description of the situation:

"I messages"

"I feel _____ (statement of the person's feelings),
when you _____ (noxious behavior that is the cause of
the feeling) because _____ (the reason that the behavior
affects the individual). I would like you to _____
(behavior that would alleviate the stated emotion).

"I feel _____ (statement of the person's feelings),
when you _____ (noxious behavior that is the cause of
the feeling) because _____ (the reason that the behavior
affects the individual). I would like you to _____
(behavior that would alleviate the stated emotion).

"I feel _____ (statement of the person's feelings),
when you _____ (noxious behavior that is the cause of
the feeling) because _____ (the reason that the behavior
affects the individual). I would like you to _____
(behavior that would alleviate the stated emotion).

PORTRAIT LESSON II - 5

Emily

Emily is 19 and attends a small, private Christian school. She is hard of hearing and also has very bad vision. Her parents have told her that she cannot go to public schools because they are too dangerous and therefore, pay a great deal of money to go to the private “safe school”. Emily is worried about her future. Her parents and the school district are fighting because her parents want her to stay in school and go to a special Christian based independent living program, but the school district says that they will not pay for it, because a similar no-cost program already exists. Emily attended this no-cost program for one day and was frightened by a boy. Her vocational rehabilitation counselor suggested that she have a psychological evaluation to help resolve the argument. The psychologist isn’t returning her calls.

Everyone is fighting with Emily. She is scared about her future and the possibility of attending the no-cost program. She feels like she is caught in a money battle between the school district and her parents.

Emily

Learning Objectives

In this activity, participants will continue to practice assertiveness. Participants also will learn:

- how “I messages” may play a critical role in communicating ones needs and feelings to prevent conflict.

Materials

- Chart paper.
- Markers.
- Definition of Assertiveness.
- “I Statement” Handout (Lesson II-4) .

Foundational Objectives

- Development of assertiveness skills.

Procedures

1. Ask students to read the Emily scenario.
2. In pairs ask students to generate “I statements” that Emily might use with her a) parents, b) vocational rehabilitation counselor, and/or the c) psychologist.
3. How might Emily’s use of these statements change her future? How will they impact her relationship with her parents and school personnel?
4. Brainstorm how “I statements” relate to conflict resolution.
5. Divide the class into two groups. One group will role play the Emily portrait using assertive “I messages” with her parents and vocational rehabilitation counselor.
6. Next, ask the other group to role play Emily without using “I statements”. Discuss the differences. How were the outcomes different?

Tonya

Tonya is a student who uses Braille as her primary means of communication. She also suffers a mild but progressive hearing loss. Tonya's resource room teacher has a disability as well. Tonya is mainstreamed in most of her classes but relies on the resource room staff to help her with homework and accommodation issues.

At home, Tonya has to deal with a lot of family issues. Her mother and father are separated with a divorce pending. Her father has moved out of the house. Tonya has a close relationship with her father and he keeps an active interest in her schooling and life issues. He was the strongest advocate for her in school matters. Because of the bitterness of the divorce proceedings, Tonya's mother has barred the father from any meaningful interaction with her. He is not allowed at the school.

The school has issued Tonya a talking note taker. Initially it worked fine but with Tonya's further hearing loss, she is no longer able to hear it very well. There is another brand of note taker that would work better, but the resource room teacher who has a hearing loss himself refuses to give it to Tonya. Since he is able to use one like hers, he feels that she should be able to use it as well. He can see no reason for switching.

At the IEP, Tonya voiced her frustration. The resource room teacher and her mother did nothing to advocate on her behalf. Her father was not allowed to attend. Tonya is ready to just give up and quit. She doesn't think that she will be able to keep up with her studies since she can't hear her notes. The system and those that should be in her corner are failing her.

Tonya

Learning Objectives

In this activity, participants will learn verbal and nonverbal cues associated with assertiveness.

Materials

- Chart paper.
- Markers.
- Handout- Assertiveness Cues .
- Camcorder.

Foundational Objectives


- Development of assertiveness skills.

Procedures

1. Read the Tonya scenario.
2. Ask students to create "I statements" that Tonya may use to:
 - a. express her need for another type of note taker.
 - b. communicate her wish to have her father involved with school decisions.

How can Tonya present a logical, well planned argument for her own point of view?
Write "I statement" responses generated on the board.

3. Divide the class into groups of 3. Assign students to role play the parts of Tonya, the mother, and the resource room teacher. Have students select 1-2 "I statements" that Tonya could use during the role play to get her point across to her mother and resource room teacher.
4. Using video equipment, tape the students' role play.

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5. Once taping is completed, ask students to list the verbal and non-verbal cues associated with assertiveness.
 6. Discuss the following questions:
 - How does assertiveness look?
 - What tone of voice is used?
 - How do others react when one is assertive?
 - How does assertiveness look for females? Males? Compare perceptions of males who are assertive and females who are “pushy”.
 - How do verbal and non-verbal cues differ for hearing and visually impaired people?

Student Handout Assertiveness Cues

When I am assertive I look...

When I am assertive I sound...

Constructive Conflict Resolution Strategies

Conflict resolution education focuses on teaching youth constructive methods for resolving conflict such as negotiation and collaboration. Skill building exercises often teach youth how to replace competitive methods of conflict resolution with collaborative methods. The goal, therefore, is to improve students' knowledge, skills, and attitudes to resolve conflict using a systematized problem solving process that results often in a win-win solution for both disputing parties.

The problem solving method used in this manual is based on early work by Spivack and Shure (1974) and uses hypothetical problem situations that youth may use to practice the steps of problem solving. In the first step, individuals must identify the problem and express the problem in terms of both conflict participants. Each conflict participant must describe what happened during the conflict and what he or she might need from the other disputing party.

Next, disputing parties are asked to identify their feelings associated with the conflict. Both the antagonist and protagonist's feelings must be highlighted. Generating strategies for resolving the conflict is the next step of the process. Potential strategies should be discussed according to the likelihood that they will meet the needs of both participants. In addition, the resolution strategies should be safe and fair for both parties. This is a critical step in the process as an unfair and impossible solution to a problem may heighten tensions between disputants. Each proposed strategy is evaluated, and the disputing parties select a solution. The final step in the process requires youth to revisit the problem and its solution to see if the solution needs to be modified or maintained.

The problem solving strategy incorporates much of the lessons presented in this manual. Students must use active listening skills, empathy and perspective taking skills, and may use assertiveness techniques, such as with "I statements" to resolve the conflict peacefully. Youth who are highly impulsive and aggressive often have difficulty internalizing the problem solving process. Therefore, it is recommended that youth memorize the process and follow the steps by stating them "out loud" during a conflict situation.



Principles of the Problem Solving Process

1. Identification of the problem.
2. Expression of each person's feelings.
3. Generation of strategies for resolving the conflict.
4. Evaluating the possible resolution strategies.
5. Selecting a solution.
6. Revisiting the solution to determine its usefulness.

Tara

Tara has always gone to a small school until this year. The school was so small that everyone knew everyone else, so Tara's visual impairment was not an issue. Her classmates were supportive and the teachers did everything they could to help her when she needed it. The building was small so mobility was not a problem. Tara had friends and acquaintances that interacted with her on a daily basis.

All that changed when Tara's father lost his job at the auto plant and they lost their home. To make ends meet the family had to move in with her grandparents. They lived on the other end of town. The family could no longer afford her tuition nor did they have the ability to provide her transportation back to the academy. Tara would have to attend the local public high school.

On her first day of class, the school counselor gave Tara her class schedule and sent her on her way. The counselor didn't offer to assist her to class or to introduce her to any teachers.

School Counselor

The first day of school wasn't going very well. The district had downsized and she was now the only counselor for over 2500 students. The principal just announced that her office will be moved to the basement of the building and that her old office has to be cleaned out today! She is feeling frustrated and stressed. Tara is just one of many students needing help.

Tara

Learning Objectives

Students will:

- Identify the steps in the problem solving process.
- Effectively generate and evaluate numerous solutions for conflict situations.

Materials

- Handout - Principles of the Problem Solving Process.

Functional Objective

Competence in the six-step method of solving problems.

Procedures

1. Review the six step method of solving problems.
2. Using the case study of Tara, facilitate a discussion on the use of the problem solving process. What strategies are available to address the issues presented in the Tara portrait. What factors might influence the success of using the process? Why is it important to understand the perception of the school counselor?
3. Group students into 4-5. Ask each group to brainstorm conflict situations that they have experienced. Tell students to select conflicts that cross roles such as a) peer conflict, b) sibling conflict, and/or c) teacher/parent/guardian conflict. Students will role play the situations for three minutes. At the end of this time, the classroom students will practice the problem solving steps for the demonstrated conflict.

Student Worksheet The Problem Solving Process

Principles of the Problem Solving Process

1. Identification of the problem.
2. Expression of each person's feelings.
3. Generation of strategies for resolving the conflict.
4. Evaluating the possible resolution strategies.
5. Selecting a solution.
6. Revisiting the solution to determine its usefulness.

Marcus

Marcus has just returned to school. He has been suspended for fighting in the gym during P.E. class. Marcus has had problems with Darren since school began this year. Darren always looks at Marcus like he thinks Marcus is stupid.

When Marcus missed an important shot during the basketball game, Darren called him a “fool”. That was the last straw. Marcus jumped on Darren and a fight began. The teacher was able to separate the boys and they were sent to the office. After hearing the story from both boys, the principal scolded Darren for calling Marcus a fool. Marcus was suspended for three days for not controlling his anger and for retaliating in a physical manner.

When Marcus met with the principal again on his return to school, he told the principal he didn’t want to be at school. He had only returned because his mother was very angry with him. Marcus knows the problem with Darren will continue.

Marcus

Learning Objectives

Students will:

- be able to define bullying
- be able to identify bullying behaviors
- share information about and become more aware of bullying behavior and its effects.
- complete the School Violence Reality Check Quiz.

Materials



- Four Forms of Bullying
- School Violence Reality Check Quiz

Functional Objective

- Awareness of bullying behavior.

Procedures

1. Read the portrait of Marcus.
2. Quote on board: "I destroy my enemies when I make them my friends."
"Abraham Lincoln."
3. Question for class discussion: How can you make your enemy your friend and why would you want to do so?
4. Discuss how Darren's bullying behavior has affected Marcus' feelings about school?
5. Ask students to complete the School Violence Reality Check Quiz. Each student has his/her own copy to complete but each question is read aloud to students to ensure understanding. Time is given between the reading of each question and answer choices for students to circle their answer.

- 
- 
6. Discuss quiz answers and their impact on students. Answers are listed here. Answers to School Violence Reality Check Quiz
1. a, 2. c, 3. b, 4. a, 5. c
 7. Definition of Bullying -on board. Brainstorm school site examples of bullying. This can be done as a whole group activity or students can be divided into small groups and report their examples to the class.
 7. Student examples are recorded on the board.
 8. Review the handout of the Four Forms of Bullying with students.
 9. What form of bullying did Darren use on Marcus?
 10. Describe how the problem solving approach may be used in this case, if at all?

Student Worksheet Four Forms of Bullying

A. Physical	B. Reactive	C. Verbal	D. Relational
<ul style="list-style-type: none">• Hitting, pushing, kicking other students• Taking or damaging someone's property• Assault• Sexual assault	<ul style="list-style-type: none">• A student who has been repeatedly bullied turns around and becomes a bully, hurting others the way they have been hurt	<ul style="list-style-type: none">• Using words to hurt or humiliate another student• Menacing or terrorist threats• Sexual harassment	<ul style="list-style-type: none">• Trying to convince peers to exclude or reject another student• Cutting a student off from social connections/ friends

Under each column give examples from your classroom or school of the bullying activity that is recorded on the board. Some examples may fall into more than one category.

Physical	Reactive	Verbal	Relational

Student Worksheet School Violence Reality Check Quiz

Please read each of the following statements. Select the correct answer for each question.

1. Approximately _____% of students, ages 12 through 18 years, report that they have been bullied at school in the past 6 months.
 - a. 14%
 - b. 3%
 - c. 70%
 - d. 55%

2. Students in the _____ grade are at greatest risk for bullying behaviors.
 - a. 1st grade.
 - b. 12th grade.
 - c. 6th grade.
 - d. 3rd grade.

3. Reports of bullying behaviors differ by race. Of the following, which race was more likely to report being bullied;
 - a. African American.
 - b. White/European.
 - c. Hispanic.
 - d. None of the above.

4. Victims of bullies are more likely to report being involved in a physical fight than nonbullied students.
 - a. True.
 - b. False.

5. Bullying behaviors are more frequent in schools that:
 - a. have a security guard or assigned police.
 - b. do not employ staff hallway monitors.
 - c. do not have street gangs.
 - d. are public and not private.

Devoe, J., and Kaffenberger, S. (2005). Student Reports of Bullying: Results from the 2001 School Crime Supplement to the National Crime Victimization Survey (NCES 2005-310). U.S. Department of Education, National Center for Education Statistics. Washington D.C.: U.S. Government Printing Office.

Darren

Darren considers himself to be a “leader.” At school he has a group of friends who are his followers. These follower friends make Darren feel important. They will do anything Darren wants them to do.

Darren and his friends meet in front of the school each morning. They stand near the sidewalk in a group, where they can make comments as certain students arrive at school. There are students who they always target with insults. Sometimes they throw things at the target students and even push them. They like to knock one another around and purposefully collide with the student they are picking on.

Darren enjoys watching this bullying actively. He often just stands back and laughs as his follower friends make life miserable for other students. Sometimes his friends get in trouble with a teacher and are sent to the office. But they never tell the teacher or the principal that Darren is really the one who gets things going.

Lately Darren has not wanted to stay in school all day. But, it is no fun to hang out alone so Darren always persuades some friends to leave school with him. Last week the police picked them up when they were spray painting benches in the park. It looks like Darren will be in trouble along with his friends this time!

Darren

Learning Objectives

Students will:

- be able to define bullying
- be able to identify bullying behaviors
- gain understanding of how to avoid bullying situations
- complete the "Bullying or Not?" handout
- complete a "Safety Plan"

Materials


- Handout: Role Play Scenarios
- Handout: Scenarios - Bullying or Not?
- Handout: Brainstorm a Safety Plan

Foundational Objective

- Awareness of Bullying Behavior

Procedure

1. Read the portrait of Darren. Ask the students what they remember about Darren from the portrait of Marcus.
2. Quote on board: "Who you spend your time with is who you become!" Discuss the quote with the class. Ask them how this quote relates to the portrait of Darren.
3. Ask students for real life examples, which relate to this quote (e.g. school cliques). Review the forms of bullying presented in lesson II-8 (Marcus). (Physical, Reactive, Verbal, Relational)

- 
4. Have students review the bullying scenarios. (see handout). They should determine if the example is bullying and if so, check the form of bullying. NOTE: Each example provided in the worksheet is a form of bullying.
 5. Once students have had an opportunity to review the scenarios individually, have students vote which scenario is bullying by raising their hands. After each vote ask a student to identify which type of bullying is illustrated. If for any scenario a majority of students think it is not bullying, review how the behavior may be bullying. Some examples may fall into more than one category.
 6. "Brainstorm a Safety Plan". Give handout to each student. Review questions for clarification with the class. Students may answer questions individually.
 7. Students should have an opportunity to share their answers with a partner or in small groups. Allow a few students to share their answers with the class.
 8. Suggested journal activity - Every choice you make helps define the kind of person you are choosing to be. Discuss this statement with students before they write in their journals. For journal writing prompt students with the following, "Darren's follower friends are making poor choices. Discuss some of these choices e.g. skipping school. How are these choices affecting their present lives and possibly the future for Darren's follower friends?".
 9. How might the problem solving process be useful for Darren's friends?

Jenna

Jenna is part of a group of girls who spend time together. They meet each morning at school and again in the cafeteria for lunch.

There is another group of girls who have a problem with a popular friend of Jenna's. It seems like they are jealous of Jenna's popular friend.

One day after school these girls surrounded Jenna's friend. They were calling her names and pushing her. A security guard ran toward the group and the girls scattered. Jenna stayed to comfort her friend.

A few days later Jenna arrived at school. As she walked toward the entrance, she saw that the girls who had hurt her friend were blocking her way on the sidewalk. They called Jenna names and tried to trip her.

The next day the girls were there again, so Jenna couldn't pass. This time they pulled at her coat and knocked her books on the ground. Jenna was afraid to tell a teacher. She was worried the girls could really get her if she did.

The next morning, Jenna was sick and didn't come to school. Her mother didn't think she seemed sick but let her stay home. When the same thing happened the next morning, Jenna's mother knew something was wrong.

Jenna

Learning Objectives:

Students will:

- be able to identify bullying behaviors
- develop an understanding of the importance of respectful behavior.
- consider ways to be helpful.
- Complete the quiz "ARE YOU A RESPECTFUL PERSON?"

Materials

- Handout - Are You a Respectful Person?
- Handout - How To Treat Others with Respect

Foundational Objective

- Interpersonal conflict resolution

Procedure

1. Read the portrait of Jenna.
2. Refer to the chart in Lesson 1 (Four Forms of Bullying) Class Discussion: What forms of bullying take place in the portrait of Jenna? Why does the group of girls dislike Jenna's friend? Ask the class "Why does poor self-esteem contribute to the bullying behavior of these girls?"
3. Ask students to complete the Are You a Respectful Person handout. How might Jenna's mother use the problem solving method to assist with this situation?
4. Distribute the handout, How to Treat Others with Respect. Divide the class into eight groups. Assign each group to a bullet point. Groups will role play their respectful behavior. Ask students to guess which item the group has been assigned.

Student Worksheet Are You a Respectful Person?

True False

- | | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | I treat other people the way I want to be treated. |
| <input type="checkbox"/> | <input type="checkbox"/> | I am considerate of other people. |
| <input type="checkbox"/> | <input type="checkbox"/> | I accept personal differences. |
| <input type="checkbox"/> | <input type="checkbox"/> | I work to solve problems without violence. |
| <input type="checkbox"/> | <input type="checkbox"/> | I never intentionally ridicule, embarrass, or hurt other people. |

I think I am/am not a respectful person because:

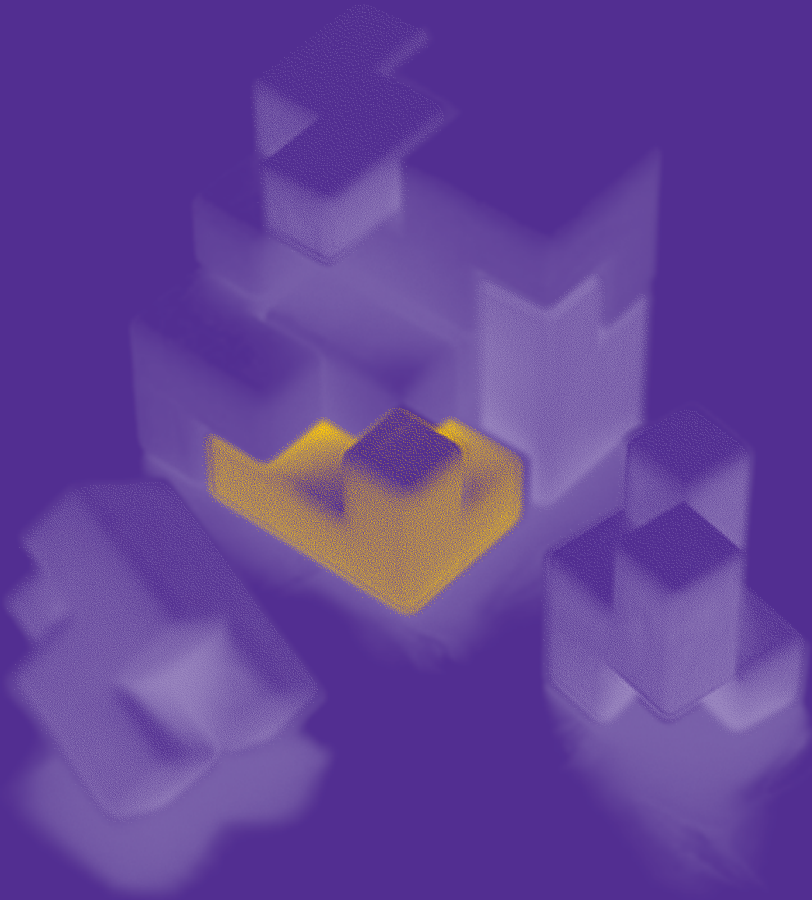
Student Worksheet How to Treat Others with Respect

Treating people with respect makes your world a nicer place to live in, whether it's at home, at school, or out in your community. Here are a few ideas:

- Don't insult people or make fun of them.
- Listen to others when they speak.
- Value other people's opinions.
- Be considerate of people's likes and dislikes.
- Don't mock or tease people.
- Don't talk about people behind their backs.
- Be sensitive to other people's feelings.
- Don't pressure someone to do something he or she doesn't want to do.

Chapter 3

Mediation and its Application
in School Settings



Mediation and its Application in School Settings

- a. Principles and concepts
- b. Mediation and Anti-Truancy Programming

Mediation and its Application in School Settings

Mediation is a process which brings participants in a dispute together with a mediator to discuss and resolve their conflict. Mediation aims to create a safe place for people to hear each other's concerns and to create options and solutions to resolve the issues by talking with one another. In mediation, the momentum of the conversation is slowed down and people are better able to speak clearly and to truly listen to what is being expressed. It is a confidential, private, and informal way of communicating that does not focus on blame or fault. In mediation:

- The parties are the decision makers; the mediator has no authority to render a decision.
- The parties determine the issues that need to be addressed; the mediator guides the process and maintains a safe environment.
- The mediator models and facilitates active listening skills.
- The mediator does not give advice to the parties, legal or otherwise.
- The process is usually confidential, with any exceptions disclosed and discussed prior to beginning mediation.
- The success of mediation rest largely on the willingness of the parties to work at understanding each other and to seek solutions that meet each other's needs.

What Mediation Is Not

Mediation is not litigation. Litigation is the formal legal process in which parties use the court process to resolve their disputes. The judges or jury determine the outcome of this process, unless a negotiated settlement is reached first.

Mediation is not arbitration. Arbitration is a form of private adjudication, where parties present evidence and argument to an impartial third person (the arbitrator). The arbitrator then reviews the evidence and renders a decision, which may be imposed on the parties. The arbitrator determines the outcome, much as a judge determines the outcome of a trial.

Mediation is not counseling or therapy. Although the process is often therapeutic for the parties, the primary goal of mediation is to reach an agreement, not to resolve the feelings associated with the dispute.

Mediation gives the parties a sense of ownership both in the dispute and its resolution, making voluntary compliance with the result more likely than in the

case of an imposed or adjudicated solution. An additional benefit is that the lessons learned during mediation help the parties address future conflicts more creatively.

The principles of mediation are universal. However, the manner of application varies in specific settings, depending upon the number of parties, the nature of the dispute and the policies and procedures of individual programs.

The Role of a Mediator

A Mediator is a trained, impartial person who brings participants together to talk with each other about their conflict. A mediator is different from a judge or arbitrator because the mediator will not impose a solution, make decisions for the participants, or give suggestions. Instead the mediator will ask questions and guide the conversation. In mediation the participants, themselves, define and agree to their own solutions. A mediator's role is to help people clarify their issues and determine what they need to have happen in order to resolve the issues they are facing. Part of the mediator's job is to ensure that everyone present is given the opportunity to voice his or her needs and concerns.

What Are the Steps to Mediation?

Mediation encompasses many different styles and methods. There are several common stages that the parties move through with the assistance of the mediator.

Sample Mediation Session

Step 1: Introduction

The mediator's first job is to make the parties feel at ease and explain the ground rules. The mediator's role is not to make a decision but to help the parties reach agreement. The mediator explains that he or she will not take sides.

Step 2: Telling the Story

Each party tells what happened. One person tells his or her side of the story first. No interruptions are allowed. The other party then explains his or her

version of the facts. Again, no interruptions are allowed. Any of the participants, including the mediator, may take notes during the process. The mediator's notes are thrown away at the end of the session to ensure confidentiality.

Step 3: Identifying Facts, Issues, and Interests

The mediator next attempts to identify any agreed-upon facts and issues and the issues that are important to each person. The mediator listens to each side, summarizes each party's view, and checks to make sure each party understands the other's view.

Step 4: Identifying Alternative Solutions

During this step, the participants think of all possible solutions to their problem. Because the opposing sides to the dispute probably arrived at the mediation session with a desired outcome in mind, it is often difficult for them to consider other solutions. The mediator makes a list of solutions and asks each party to explain his or her feelings about each one.

Step 5: Revising and Discussing Solutions

The parties reach an agreement by choosing a solution that has been discussed and both parties agree on. After the parties have decided on a solution, an agreement should be put in writing. The written agreement should be as specific as possible, stating exactly what each party has agreed to do and when he or she will do it. The agreement should also explain what will happen if either disputant breaks the agreement.

Role Play Guidelines for Mediation

According to Barton (2003), role-playing is an integral component for building students' skills for mediation. Guidelines for role-play exercises are provided in Figure 3.1

ROLE PLAY GUIDELINES FOR MEDIATION

- Instruct peer mediators how to give appropriate feedback concerning a disputant's behavior, not the disputant. Student mediators should use the 2 + 2 method of reinforcement: say 2 nice things about the person's behavior and counter it with 2 suggestions for improvement
- Reinforce mediators who give appropriate feedback
- Demonstrate feedback skills during the exercise using specific examples and statements.
- Ask open-ended questions that promote discussion such as the examples that follow:

Actors

- a. How did you feel playing the role?
- b. What did you notice yourself doing?
- c. How did the other person respond to your actions and words?

Observers

- a. How did you feel as you watched your peers participate in the role-play exercise?
- b. What stands out about the disputants' behavior?
- c. What might the students playing the mediators do differently?

figure 3

Rampart Street

The principal and teachers are very concerned. Over the last couple of years, a serious problem has developed at the school. There is a division between two groups of students that is becoming a serious problem.

Rampart Street is a long, busy street that runs through the city. Many of the buildings are marked with graffiti. Two groups roam the street looking for opportunities to be physically and verbally abusive to one another. The two opposing groups call themselves the East Ramparts and the West Ramparts. Both groups have male and female members.

There is often conflict at school because of these opposing groups. Too many times there have been suspensions from school because members of these groups are abusive to one another. There has been punching, pushing, and other physical assaults in the classrooms, halls, gym and lunchroom.

Many students are afraid and don't feel secure at school. Worried parents and teachers know they must find a solution to this problem. There must be a way to work toward positive change.

Rampart Street

Learning Objectives

Students will:

- Identify thought patterns that lead to aggressive behavior
- Understand the importance of getting along with others and success at work
- Develop an understanding of the connection between school behavior and workplace success
- Use the mediation process to resolve conflicts between the groups.

Materials


- Handout: Thoughts that Cause Anger
- Handout: Why People Lose Their Jobs

Foundational Objective

- To stop aggressive behavior.
- To recognize how angry thoughts fuel aggressive behavior.

Procedures

1. Quote on board: "Of five people who lose their jobs, two will have failed because of lack of skills. Three will have failed because of the inability to work with people."
2. Read the portrait of Rampart Street.
3. Brainstorm Activity: Angry thoughts lead to aggressive bully behavior. Ask students what kinds of thoughts the East Ramparts and the West Ramparts might have toward the other group. Record thoughts on the board.
4. Give students handout - "Thoughts that Cause Anger" Read and discuss the handout together. As a class activity, match the "thoughts" on the handout with angry thoughts the students suggested in #3 Brainstorm Activity.

- 
5. Revisit the quote on the board (#1)
 6. Discuss the Handout: Reasons Why People Lose Their Jobs. Read it together. Divide the students into groups. Assign each group a Reason Why People Lose Their Jobs from the handout.
 7. Each group will write a short scenario to describe how the East Rampart/West Rampart group exhibits this kind of behavior at school. For instance, they are late! Students can be imaginative in writing a scenario that shows the Ramparts disregard for school rules by being late.
 8. Students can role-play the scenarios they have written.
 9. Accentuate the connection between school behavior and work behavior suited to other audiences.
 10. Suggested journal activity. Conflict is an opportunity for positive change. When we read the portrait of Rampart Street, we learned that some students were afraid at school. It is a fact that some students do not come to school because of fear. How can the school/community turn this kind of conflict into positive change? Activity Extension. Journal Activity: Writing Prompt - We learned about Thoughts that Cause Anger and Reasons Why People Lose Their Jobs. When we are in school we are learning ways to think and behave which prepare us for success in the workplace. The East Ramparts and West Ramparts are choosing not to learn positive ways of thinking and acting.

Student Worksheet Thoughts that Cause Anger

- Making mountains out of mole hills. Blowing things out of proportion.
- Making rigid judgments that certain people 'deserve' to be punished.
- Believing that you have the right to hurt others because you are better than they are.
- Getting upset and wanting to hurt others who are different or weak.
- Feeling tough and superior to others to cover up the bad feelings that are inside.
- Name calling or giving the person a negative label. 'You jerk.' 'You are crazy.'
- Making judgments and 'should' statements that lead to a sense of injustice. 'He should not act that way. If he does, I have the right to get angry.'
- Blaming others instead of looking at one's own part in what went wrong.
- Assuming that the other person deliberately wanted to harm you. 'She did that on purpose.'



LESSON III-1

Student Worksheet Reasons Why People Lose Their Jobs

1. They Are Late!!
2. They Do Not Come To Work Every Day!!
3. They Argue With Others At Work.
4. They Are Not Willing To Do What Is Asked Of Them.
5. They Speak Badly About Their Employer.
6. They Don't Learn And Follow The Chain Of Command.
7. They Bring Their Personal Problems To work.
8. Their Work Is Too Slow.
9. They Come To Work Poorly Groomed.
10. They Do Not Show Interest In Their Work.
11. They Cannot Accept Criticism Or Supervision.

Debbie

Debbie is profoundly deaf and is a proficient signer. She is “deaf of deaf” meaning that her parent, grandparents, and most of her closer relatives are deaf. Her family uses ASL for communication and it is Debbie’s first language.

Debbie attends a mainstream program that buses in deaf students from several counties. The school has a pool of four sign language interpreters, and Debbie gets along well with them.

Debbie has always been a good student, getting mostly B’s in her courses. Until this year, that is. Debbie has a new English teacher this year that seems determined to flunk her. Every paper she writes comes back looking like someone almost bled to death, as there is so much red ink on it. The teacher refuses to accept her work because Debbie writes in ASL. All her previous teachers would correct some things, but looked for meaning in her papers. The new teacher criticizes every word that is not perfect English grammar.

Debbie’s parents are sympathetic, but are too intimidated by hearing people to challenge the teacher. Debbie wants them to ask for an advocate that is knowledgeable about deafness and ASL to help her, but they are afraid to cause problems at the school. They tell her to try harder and to be patient. Debbie is conscious of the fact that her grades are falling and may affect her college acceptance.

Debbie

Learning Objectives

Students will:

- Review the principles of mediation.
- Practice the mediation process to resolve conflicts between the groups.

Materials

- Handout - Principles of Mediation.
- Handout - Steps of Mediation.
- Handouts - Tools and Skills for Mediation.

Foundational Objective

- To use mediation in interpersonal conflict situations.

Procedures

1. Distribute the principles of mediation to students. Provide context and meaning to each bullet point.
2. Next, distribute the Steps of Mediation. How does the mediation process differ from the problem solving approach? What conflict situations are more suited for mediation.
3. Review the Debbie Portrait. Ask students to generate how Debbie may use the mediation process to eliminate her problem.
4. Role play the portrait using mediation.
5. Create a permanent mediation role play box in the front of the classroom for students to place role play/conflict ideas into. Suggested role-play scenarios will be used.
6. Review the handout - Tools and Skills for Mediation. Ask students to determine what kinds of conflict resolution strategies they use most frequently. Brainstorm with students how avoiding conflict is similar and/or dissimilar from physical aggression.

Student Handout Principles of Mediation

Principles of mediation include:

- acknowledging the importance of setting aside sufficient time to engage in concentrated problem solving.
- recognizing that a neutral person can play an important role in facilitating certain negotiations.
- allowing parties directly involved in a dispute to speak for themselves, to define the issues as they see them.
- taking the supposedly contradictory nature of human beings into account; rational and emotional, stubborn and flexible, cooperative and competitive, vindictive and forgiving.
- acknowledging the interaction of emotional needs and rational thought and allows people to develop resolutions which speaks to both.
- drawing upon the competence of the involved parties and allows for the synergy of collaboration.
- avoiding the need to place blame, thereby leaving room for the differences of opinion about values and "facts".
- providing an opportunity to uncover and deal with the "root causes" of conflicts (often privately and confidentially) with an eye toward improving the future.
- leading to agreements which parties feel more committed to honor because of their high involvement in developing terms.
- Stages are paced to follow problem solving or negotiation patterns:
 - the decision to try for a resolution.
 - the expression of feelings about the matter.
 - discussion of the circumstances.
 - identification of the issues, agreement upon a common agenda, a search for solutions, the need for resolution.

Student Handout Steps to Mediation

Step 1: Introduction

The mediator's first job is to make the parties feel at ease and explain the ground rules. The mediator's role is not to make a decision but to help the parties reach agreement. The mediator explains that he or she will not take sides.

Step 2: Telling the Story

Each party tells what happened. One person tells his or her side of the story first. No interruptions are allowed. The other party then explains his or her version of the facts. Again, no interruptions are allowed. Any of the participants, including the mediator, may take notes during the process. The mediator's notes are thrown away at the end of the session to ensure confidentiality.

Step 3: Identifying Facts, Issues, and Interests

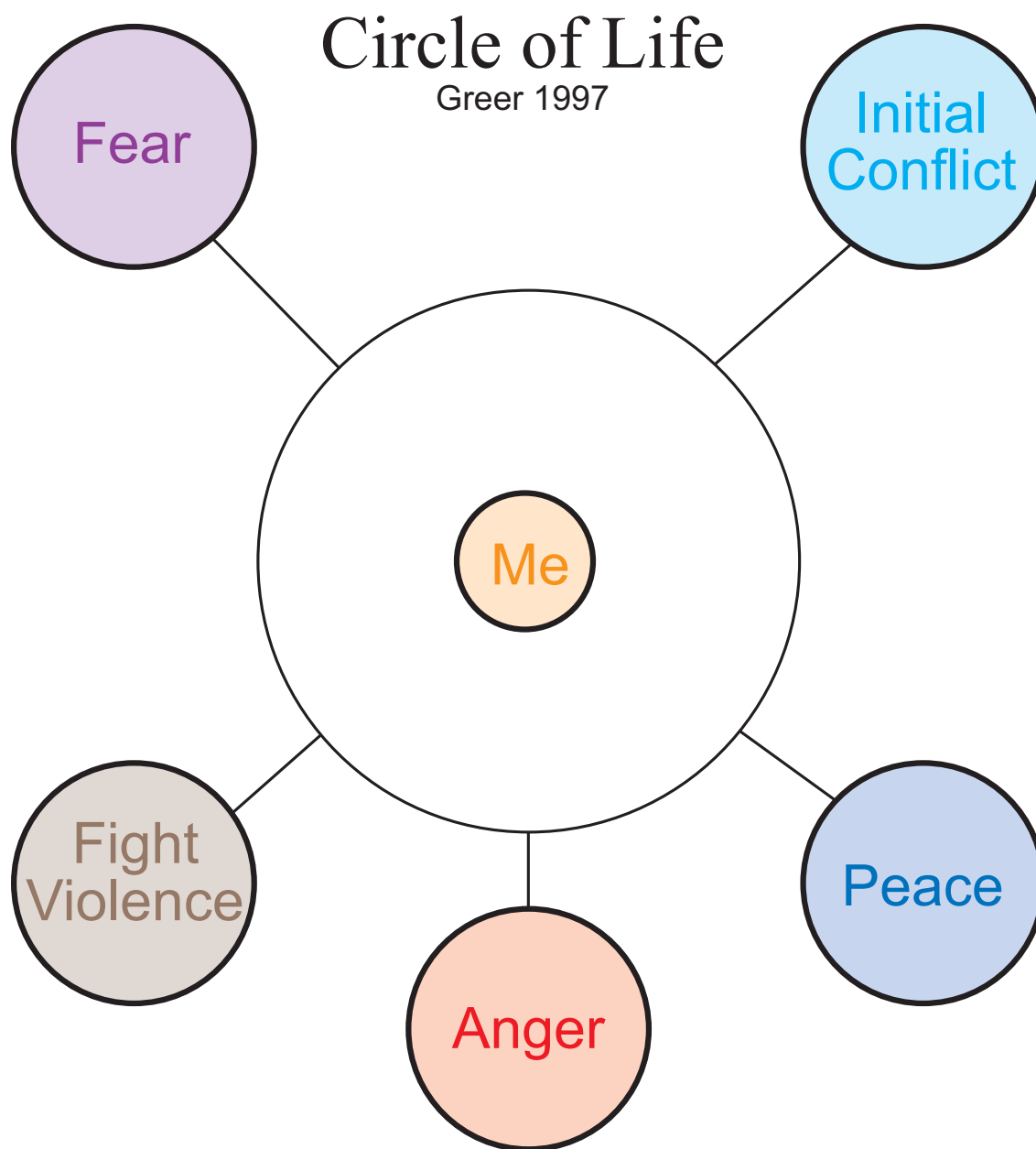
The mediator next attempts to identify any agreed-upon facts and issues and the issues that are important to each person. The mediator listens to each side, summarizes each party's view, and checks to make sure each party understands the other's view.

Step 4: Identifying Alternative Solutions

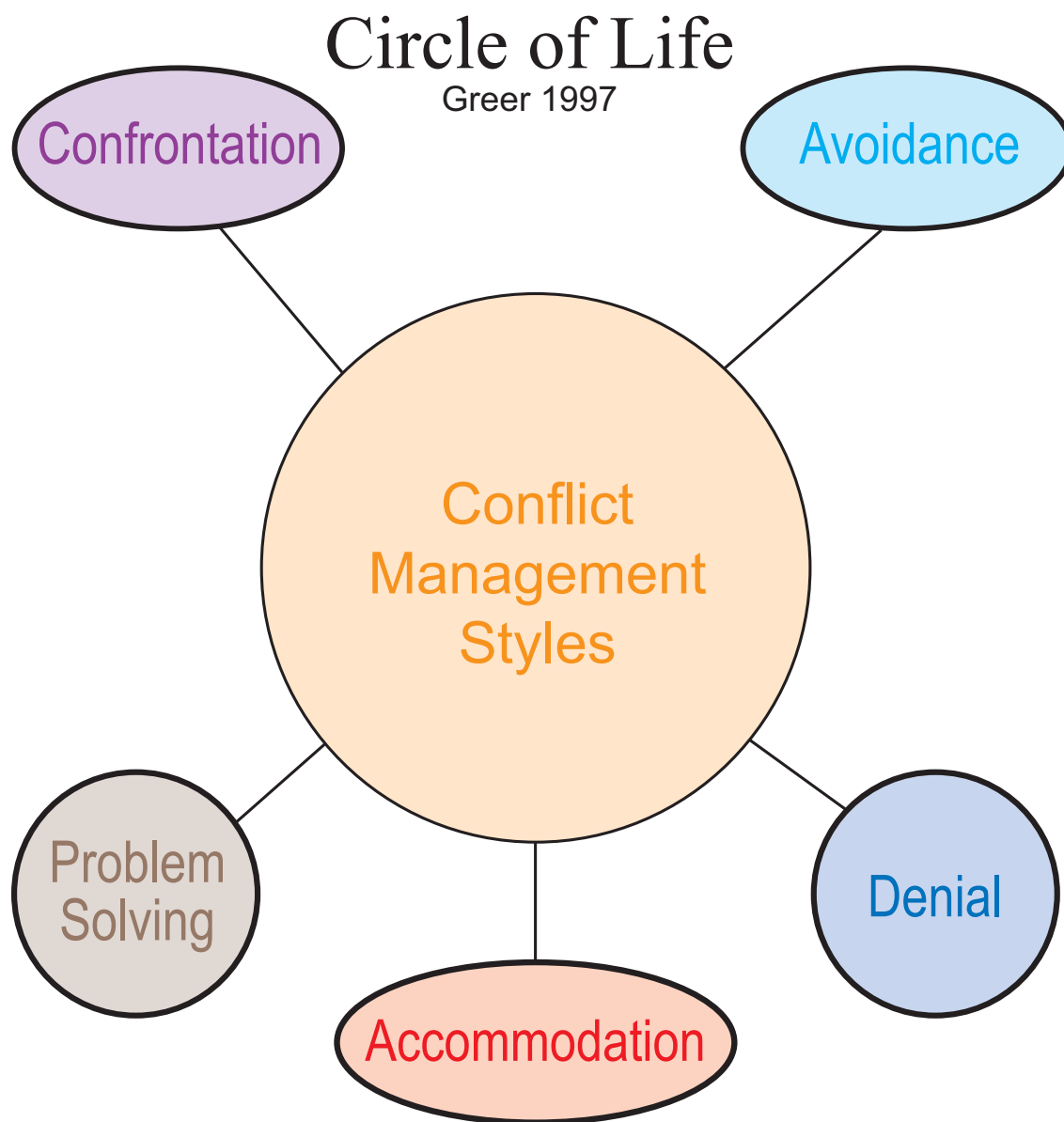
During this step, the participants think of all possible solutions to their problem. Because the opposing sides to the dispute probably arrived at the mediation session with a desired outcome in mind, it is often difficult for them to consider other solutions. The mediator makes a list of solutions and asks each party to explain his or her feelings about each one.

Step 5: Revising and Discussing Solutions

The parties reach an agreement by choosing a solution that has been discussed and both parties agree on. After the parties have decided on a solution, an agreement should be put in writing. The written agreement should be as specific as possible, stating exactly what each party has agreed to do and when he or she will do it. The agreement should also explain what will happen if either disputant breaks the agreement.



Tools and Skills needed for mediation



Tools and Skills needed for mediation

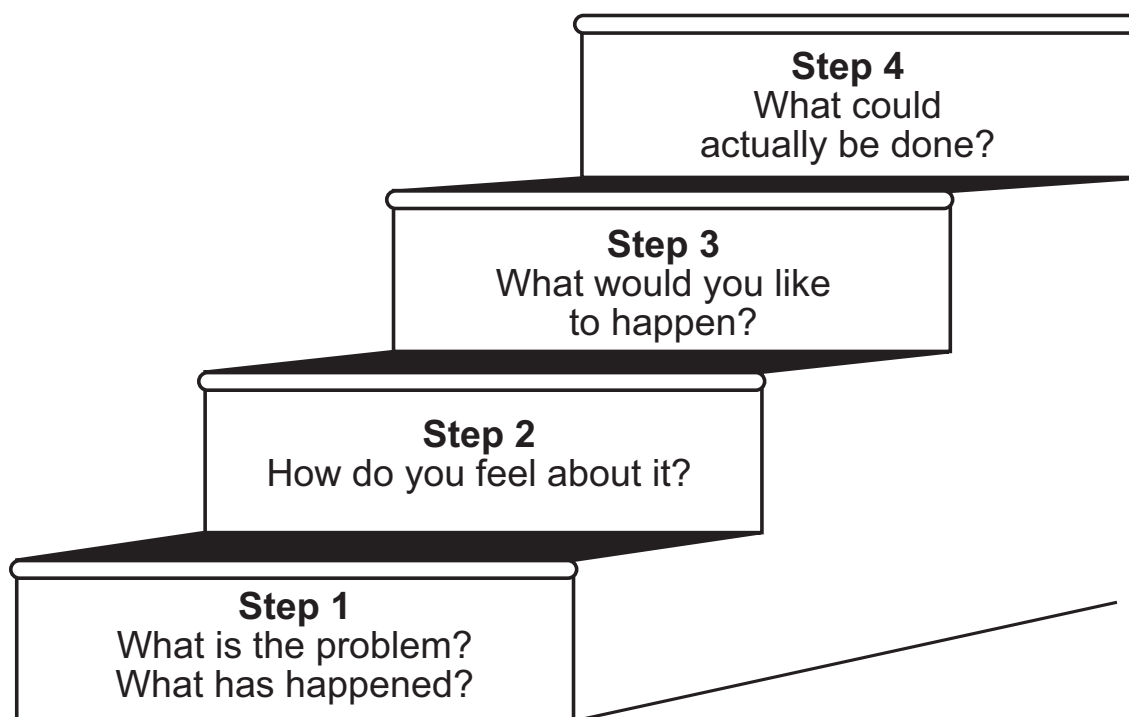
Circle of Life

Greer 1997



Tools and Skills needed for mediation

Student Handout Tools and Strategies for Mediation



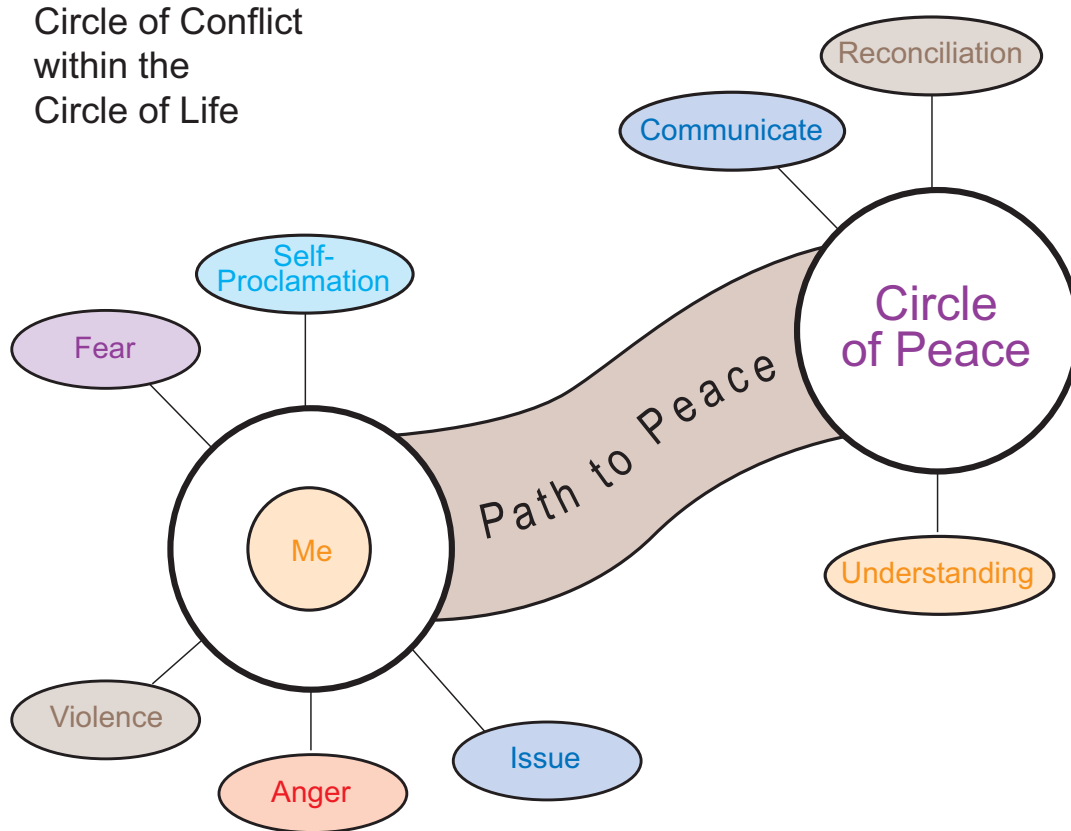
Steps Needed for Peace (Self examination)

Circle of Life

Greer 1997

Choice = Consequence

Circle of Conflict
within the
Circle of Life



Tools and Skills needed for mediation

Mediation and its Application in School Settings

Using Mediation to Erase Truancy

School attendance is one of the targets that schools must meet under the No Child Left Behind Legislation in order to make Adequate Yearly Progress.¹ The court system is not designed to uncover the root issues affecting student attendance, and the truant behavior is likely to continue when the underlying reasons of absenteeism are not addressed. One of the key features of truancy intervention is a collaborative approach that involves some combination of community stakeholders: schools, juvenile courts and law enforcement agencies, as well as parents, community organizations, and social services agencies.²

Benefits of the Erase Truancy Through Mediation

Truancy at an early age is one of the signs teachers and school officials often recognize as an indication of neglect or other underlying family crises. The Erase Truancy Through Mediation model targets students, in grades K-8 who have ten (10) unexcused absences. Parents are invited to a mediation session after parental notifications fail to improve their children's attendance. During the mediation sessions stakeholders identify the reasons for truancy and agree on a plan of action.

Mediation Allows For Creative Resolutions

Due to the structure of the court system and the limited amount of time judges and referees have to spend on each case, parties in mediation can arrive at agreements and results that a court may not be able to achieve. Because the parties to mediation can often find the most effective solutions for their own problem, there is a greater chance that the problem will be resolved.

Mediation Reduces Recidivism

Truancy has been clearly identified as one of the early warning signs of students headed for potential delinquent activity, social isolation, or educational failure via suspension or dropping out.ⁱⁱⁱ Research has "identified a link between truancy and later problems such as violence, marital problems, adult criminality, and incarceration."⁴ Truancy mediation deals with the underlying issues behind a child's truancy and therefore often provides for a

better result than the court. When truancy mediation is successful the likelihood of a child repeating his or her truant behavior or that the student will one day be back in court on other non-truancy related crimes is lessened.

Mediation Deals With Underlying Causes of Truancy

The causes of chronic truancy are varied and may be unique to each child and family, but truancy is often a sign of other, more serious problems in a child's life.^v Studies confirm that truancy is typically symptomatic of broad underlying factors, such as family problems, school environment, special education needs, economic status, and mental health concerns. However, when truants are referred directly to the court system, they rarely receive the support or services they require.^{vi} The underlying issues that cause a child to be truant can be uncovered by Truancy mediation. Specific examples of underlying causes of truancy include:

- Friends who skip school
- Money problems
- Depression
- Learning problems
- Drug or alcohol use
- Friendship difficulties
- Fear of bullying, harassment, or violence
- Language or cultural barriers

How a child's family views education may also cause problems. There may be instances of where the student lives in a single-parent family home, or in a home where both parents work, and the child is allowed to miss school in order to meet a family need, such as staying home to care for younger siblings, or to work to supplement family income.^{vii} Absenteeism is detrimental to students' achievement, promotion, graduation, self-esteem, and employment potential. Clearly, students who miss school fall behind their peers in the classroom. This, in turn, leads to low self-esteem and increases the likelihood that at-risk students will drop out of school. A parent abdicating their duty to make sure that their child is educated, whether this is due to parental dysfunction or lack of education is fundamental neglect. A neglected child may miss school because of his parent's failure to get him ready. Through truancy mediation, students are given a chance to be helped and to have some of the underlying causes of their absences resolved. Truancy mediation programs provide an atmosphere where there is a free flow of information and a better understanding of the child's views and interests that a court may never hear. The child can be heard and acknowledged by all

parties to the mediation.

Mediation May Improve the Parent-Child Relationship

The child's parents may be greatly benefited by truancy mediation. Mediation allows for the "playing field" to be level between the school system and the parent. It helps to eliminate the "them against us" mentality and provides for a more open communication that may lead to resolutions. Mediation can also be informative to the parents about what their child is going through, thereby helping to improve the parent's relationship with their child.

Mediation Allows for Parents and Children to Avoid Court Sanctions

Truancy mediation gives parents and their children a chance to keep out of court. Several states, including Alabama, Illinois, Kentucky and Michigan, have passed statutes that subject parents of chronic truants to criminal fines and/or incarceration. Besides these direct penalties for a child being truant, there are indirect effects. If a child's chronic truant behavior causes him to be labeled a juvenile delinquent, this remains on his record and may come up when he is seeking employment or applying for college admission. This is extremely unfair when it is the parent that has caused the truant situation. Through mediation, consequences such as those could be avoided.

Mediation Gives Teachers An Opportunity to Be Heard

It is very difficult for a teacher when she has a student who consistently misses school. Mediation allows teachers to be part of the resolution of the problem before the student falls far behind. During mediation the teacher also is allowed an opportunity to communicate with the student's family.

Truancy Mediation May Have Financial Impact on Schools

Truancy has a more direct financial impact on communities. Because student funding formulas and federal aid are based largely on attendance, school leaders across the country have recognized that attendance also can bring in revenue.⁸ It can be very costly to school districts when children are not attending school. By helping to resolve a child's truant behavior, truancy mediation may help get the child back into the classroom. Schools that utilize truancy mediation programs find it is in their best interest to work with and support that effort.

Truancy Mediation May Help to Reduce Crime and Court Costs

Student nonattendance is a problem that affects the student, the family, and the community. The Los Angeles County Office of Education identifies truancy as the most powerful predictor of delinquency. Police departments across the nation report that many students not in school during regular hours are committing crimes, including vandalism, shoplifting, and graffiti. When Van Nuys, California, officials conducted a three-week sweep for truants on the streets, shoplifting arrests dropped by 60 percent.⁹ The financial impact of truancy also includes “business loss [es] because of youth who “hang out” and/or shoplift during the day; and [the] cost of social services for families who are habitually truant.”¹⁰

Children who are habitually truant are often placed under the supervision of social services, a move that is traumatic for children and families and is expensive for taxpayers. The financial impact of truancy is passed on to taxpayers through the cost of court time, personnel, and fees paid to attorneys representing the school in truancy proceedings.¹¹

The community benefits when truancy mediation is successful and a truant student is again taking classes. Using mediation to successfully resolve the truancy problem will help keep these children in school and out of trouble. In addition, the costs of prosecuting children and their parents can be quite an expensive burden for taxpayers to pay. Using truancy mediation to prevent these problems early on can be especially effective because there is much more flexibility in the process than is typically available if the case went to court.

Truancy Mediation Helps To Remedy Those Reasons Why The Child Is Not In School

Research indicates that truant youth are at an increased risk of dropping out of school, making it more difficult to become productive citizens.¹² Other studies indicate that dropouts are three and a half times as likely as high school graduates to be convicted of a crime.¹³ Low academic achievement and weak basic skills are other major reasons for truancy. A lack of commitment to school has been established by several studies as a risk factor for substance abuse, delinquency, teen pregnancy and school dropout.¹⁴ The U.S. Department of Justice explains that “adults who were frequently truant as teenagers are much more likely than those who were not, to have poorer health and mental health, lower paying jobs, an increased chance of living in poverty, more reliance on welfare support, children who exhibit problem

behaviors, and an increased likelihood of incarceration.”¹⁵ Truancy mediation can often resolve this negative cycle, especially if the truant behavior is addressed at an early stage. Truancy mediation works to understand why the child is not in school and then helps to remedy those problems, thereby enabling the student to develop the skills needed to be a productive member of society.

No Child Left Behind (NCLB), 2001, Sec.1111(b)(F)

- ii Mogulescu, S., & Segal, H.J. (2002). Approaches to Truancy Prevention. New York: Vera Institute of Justice. Youth Justice Program.
- iii Huizinga, D., Loeber, R., Thornberry, T.P. & Cothorn, L. (2000, Movember). Co-occurrence of delinquency and other problem behaviors. Juvenile Justice Bulletin, OJJDP.
- iv Baker, M.L., Sigman, J.N., & Nugent, M.E. (2001). Truancy reduction: Keeping Studnets in School. Washington, D.C.: U.S. Department of Justice, Office of Juvenile and Delinquency Prevention.
- v Garry, Eileen, Truancy: First Step to a Lifetime of Problems. Washington, DC: Office of Juvenile Justice and Delinquency Prevention, October 1996. ED 408 666
- vi Baker, M.L., Sigman, J.N., & Nugent, M.E. (2001). Truancy reduction: Keeping Studnets in School. Washington, D.C.: U.S. Department of Justice, Office of Juvenile and Delinquency Prevention.
- vii Garry, Eileen, Truancy: First Step to a Lifetime of Problems. Washington, DC: Office of Juvenile Justice and Delinquency Prevention, October 1996. ED 408 666
- viii Chan Sewell, City Agencies Crack Down On Truancy, Washington Post, October 7, 2004, at DZ03
- ix Id
- x Baker, M.L., Sigman, J.N., & Nugent, M.E. (2001). Truancy reduction: Keeping Studnets in School. Washington, D.C.: U.S. Department of Justice, Office of Juvenile and Delinquency Prevention
- xi Colorado Foundation for Families and Children, Youth Out of School: Linking Absence To Delinquency. (Denver, Colorado Foundation for Families and Children 2002.
- xii Community Responses to Truancy: Engaging Students in School. U.S. Department of Justice, Office of Juvenile and Delinquency Prevention
- xiii David E. Gullatt, PhD. And Dwayne A. Lemoine, "The School Truancy Dilemma," (1997)(ERIC Document Reproduction Services Number ED409652
- xiv Colorado Foundation for Families and Children, Youth Out of School: Linking Absence To Delinquency. (Denver, Colorado Foundation for Families and Children 2002.
- xv Garry, Eileen, Truancy: First Step to a Lifetime of Problems. Washington, DC: Office of Juvenile Justice and Delinquency Prevention, October 1996. ED 408 666

What is Truancy Mediation?

Truancy Mediation is a process that brings together students, families and school administrators to discuss poor attendance, behavioral concerns, academic decline and emotional well-being. The meeting is facilitated by a trained and experienced mediator and is focused on problem solving. All parties work to build understanding, brainstorm possible solutions and develop mutually satisfactory solutions.

Erase Truancy Through Mediation Model

The Erase Truancy Through Mediation Program's mission is to combat absenteeism and truancy in schools by creating a partnership with truant students, their parents and the schools and to avoid the necessity of parents appearing in District Court and students in Juvenile Court.

There are several goals, which the Erase Truancy Through Mediation Program wants to accomplish.

1. To encourage communication between parents and school personnel with regard to the child
2. To clearly establish the importance and necessity of regular and timely attendance.
3. To address the needs of children missing school early enough to reverse the effects of absenteeism.
4. To establish the pattern of regular attendance early in a child's school career.
5. To identify and address issues and concerns at school and home which prevent/impede regular school attendance.
6. To follow up with student, parents/guardians, and the school to ensure that proper steps are being taken to prevent the student from being truant.

The Erase Truancy Through Mediation Program Model is unique in that it requires families, schools, juvenile courts, and social service agencies to work collaboratively to address the issue of chronic absenteeism and truancy.


Erase Truancy Through Mediation Program Model

(Overview) In the Erase Truancy Through Mediation Program model, the emphasis is on elementary and middle schools. The mediation sessions are confidential. The goal is to create a voluntary agreement reached by all parties, rather than engage in a disciplinary or fault-finding session.

On the first day of school every student takes home a letter informing parents that the school takes the issue of attendance seriously. After 7-9 absences, the school sends another letter to parents indicating the number of days missed and informing the parents that the school is monitoring the problem. If absences continue to accumulate and reach the trigger point ten (10), the school invites the parents to participate in a mediation session. The invitation letter is written on school stationery.

At the mediation session, the mediator meets with the parent and school representatives (preferably the student's teacher) at the school. The student is not invited to the mediation if he or she is below the sixth grade; it is the belief that at such a young age attendance problems are the result of family difficulties rather than the student's deliberate choice. Other mediation attendees may include: a truancy officer, the school principal, school social worker, or a representative from the department of social services. Participants discuss what underlies the pattern of truancy and a mediation agreement drawn up to guide the prevention strategy going forward. The mediator assures that the parent is an equal partner in designing the prevention strategy.

If the mediation agreement is subsequently violated, the school may opt to bring the family back for a second mediation session. Alternatively, the case may be referred to court for a higher level of intervention. A court referral may result in the imposition of a fine or jail time for the truant's parent. A fast-track agreement between the school and court should be implemented, whereby families that violate the mediation agreement are scheduled for an initial court date within a month.



Erase Truancy Through Mediation Program Model

Background

Excessive absences of elementary school children are often the first indication of underlying family dysfunction. If family problems and needs are not identified and addressed at this early stage, they often compound and multiply, which in turn result in unruly and delinquent behavior as the child grows older.

Schools need to be responsive to the signs of a student becoming uninterested in school or signs that a student is struggling in class.

Truant children not only miss out on their critical education but may also be exposed to repeated opportunities to commit crime, or be victimized by crime.

Even in the face of the highest forms of family dysfunction, school can provide a sense of normalcy and stability for a child. The schools can also be a tremendous resource for the families going through disruption.

The Criteria

In this model the mediation process is incorporated at the initial signs of non-attendance. Mediation is scheduled after a child has missed 10 days in a semester, or in case of chronic tardiness.

How And Where?

Notice is sent to the parent and teacher of the child having attendance issues. To ensure that control is still with the school and not the court, the notice is sent to the parent on school stationary. The mediation is held at the school, to emphasize the non-adversarial nature and the focus on prevention.

Why Use Mediation In Non-Attendance Cases?

The Mediation Process achieves the following results:

- Separates the PEOPLE from the PROBLEM
- Focuses on the FUTURE not the PAST
- Focuses on the parties' INTERESTS not POSITIONS
- Focuses on the parties' NEEDS not WANTS
- Focuses on SOLUTIONS not REASONS
- Allows parties to "save face" and not feel "judged" for issues that are present in their lives or for things they may have done incorrectly.
- Encourages honest and open communication to promote effective problem solving and workable solutions.
- Decreases levels of animosity (if applicable).
- Parties generate and select their own outcomes making compliance more probable.
- Outcomes are custom designed based on each "at risk" child and therefore more useful to the family

Considerations Of The Program

Prior to instituting the program, the following considerations should be taken into account:

1. Does the school have an attendance problem?
2. Does the school have the school personnel required to participate in this program - (School Project Coordinator)
3. Is there buy in from all interested parties. Teachers, School Administrators, Central Office Administration, Attendance Office, School Support Personnel, Court Officials, Mediators, Prosecutors Office, Law Enforcement, etc.

Essential Aspects

- The School must see the need for such a project and have the ability to implement it in their building.
- The School must have a consistent person(s) to effectively target the families and teachers to participate in the program and follow- up.
- The school community must be put “on notice” of the existence of the program, PTO/PTA meetings, open house, school newsletter.
- Families and teachers referred must have adequate notice to appear.
- A substitute teacher must be available to cover a participating teacher’s class during their participation in the mediation. (If done during school hours).
- The Court must be able and willing to provide expeditious hearings in cases where there is no follow through or failure to attempt mediation.

Considerations

- Who will do the mediation? Volunteer mediators, retired school personnel or court mediators
- Who will be the school coordinator?
- Who will pay for the substitute teachers? The school, Court, grants?
- Time constraints of school personnel
- The program is successful where it is used as part of an already existing comprehensive conflict management structure within the school building

What Children Are “At Risk” And Need To Be Referred To The Erase Truancy Through Mediation Program?

Children who are identified as “at risk”:

- Have missed ten (10) days or more in a semester not covered by a doctor’s excuse
- Have missed ten (10) days or more in any prior year of school enrollment

- Have excessive tardiness, over ten (10) days, or at school's/ teacher's discretion
- Have recently transferred to a participating school and would have been referred to the process if they had been there from the beginning of the year.

How Are "At Risk" Children Identified?

"At Risk" children can be identified by the following:

Objective Standards

- A computer printout may be generated from the school's internal attendance information system. When the child reaches the threshold number of absences ten (10), they are automatically "flagged" for participation in the program.
- Attendance Cards. The attendance secretary and/or school project coordinator can track the children's attendance daily. When the child has reached the threshold they are set for mediation

Subjective Standards

- Attendance secretary and/or school project coordinator's request or concern. Prior to having reached the threshold, a child may be referred to mediation if there is a need to get the child in sooner
- Teacher. The school project coordinator and the teacher may work collaboratively to identify children who may benefit from the project. Specifically:
 - A) If there are any children that may benefit from the mediation process prior to reaching threshold or
 - B) If there are extenuating circumstances that would justify not conducting mediation where a child has reached the threshold
- Any school personnel with knowledge or concern about the child

Program Structure

- The mediations are scheduled during school hours

- Trained mediators conduct the mediations
- The teachers are trained to participate appropriately and completely in the mediation process
- The school coordinator collects and authenticates the attendance records
- The school coordinator notifies the teachers of the date/time mediations are scheduled
- The school coordinator places a reminder call to the family 1 or 2 days in advance to remind them of the mediation
- The focus is on identifying and addressing issues contributing to truancy.

Roles & Responsibilities

Parental Responsibilities

- The families are responsible for attending the mediation when requested and insuring that all efforts are made to increase their child's attendance.

Mediator's Role

- Provide the parties with a procedure to discuss the student's unexcused absences in a safe and productive environment
- Be sensitive to feelings, unmet emotional needs and interests
- Ensure that everyone understands and agrees on what is being said
- Assist parties in generating available options and maintain a positive approach to resolving the issues contributing to the student's unexcused absences.
- Keep personal values, opinions and judgments from invading the mediation process.
- Monitor communication so that people have the ability to disagree and to make sure the language does not become abusive or unproductive.
- Demonstrate effective problem solving, behavior and attitudes
- Give participants a way to change their position without losing face.
- Act as an agent of reality who helps build a reasonable and implementable

settlement and in a non-threatening way. Ask questions and challenges parties who have extreme and unrealistic goals

- Keep the flow of the mediation going forward towards a resolution. Establish and maintain control as a neutral party who will protect and keep a balance of power among all parties.

School's Responsibilities

- Providing a school coordinator,
- A room adequate for accommodating 5 to 6 people
- Identifying students to be referred to the program
- Coordinating the mediation with the families
- Insuring a substitute teacher is provided when needed
- Each school will also file with Juvenile Court, those cases where the mediation has been unsuccessful and/or truancy continues after mediation

School Project Coordinator Responsibilities

- Identify students who qualify for referral to Erase Truancy Trough Mediation
- Mail Warning letters to the family of students who accumulate 6-9 unexcused absences
- Schedule mediations for students with 10 unexcused absences
- Schedule and notify the participating teacher of the time and place of mediation.
- Request a "floating substitute" for the scheduled mediation
- Place a reminder call to the parent(s)/guardian(s) of the student one (1) or two (2) days prior to the scheduled mediation
- Inform teachers of the student's progress and when a student is referred to Juvenile Court.
- Place a copy of the agreement in the students' cumulative file
- Monitor attendance (pre and post mediation).
- Refer students to Juvenile Court if mediation fails and/or truancy continues

to be a problem after mediation

Teachers' Role in the Mediation Process

- Try to keep lines of communication open with all parents
- Assist the school program coordinator in identifying "at risk" students
- After receiving a notice for mediation for a child in your class: make sure that the time does not conflict with your planning and/or lunch period

On Mediation Day

- Prepare work for the substitute teacher (One is to be provided by the school to cover the class while the teacher participates in any and all mediations)
- Bring a copy of the student's most recent attendance record
- Bring a copy of the student's most recent report card
- Be prepared to discuss with the mediator and parent(s)/guardian(s) any issue, concerns and ideas you may have to improve the student's attendance and overall progress in school
- Try to remain focused on the student's best interest and separate "the people from the problem". The mediator assists in achieving this goal.
- If you are unsure of any solutions included in the mediation agreement, please voice your concerns to the mediator before signing the agreement. You are a party to the mediation and the agreement should be workable for all parties

After Mediation

- The school coordinator will provide you with a copy of the mediation agreement
- Debrief with the mediator, school project coordinator or Principal if you feel it is necessary
- Follow through with any commitments you made during the course of the mediation

- Notify the school program coordinator immediately if student(s) are not coming to school and/or not following the terms of the agreement
- If parent(s) are not in compliance with the mediation agreement, the school program coordinator and perhaps the mediator may ask you to assist in determining the following:
 - Determine if a follow up mediation should be scheduled
 - Determine if the case should be referred directly to Juvenile Court.

Role of Juvenile Court

- Juvenile Court should fast track truancy filings on the students who have participated in the Erase Truancy Through Mediation program and not followed through with mediation agreement.

How Does A Case Get To Court?

If any of the following occurs:

1. A Second No Show
2. A Failed Mediation
3. Parties do not follow through with the agreement or
4. Child fails to attend school in a regular and timely manner

The School then sends the case to Court for “Fast Track”.

Note: This truancy mediation model is based on a program developed and successfully implemented in Lucas County, Ohio by Teresa Martin Kosier, Director, Lucas County Unruly/Delinquency Mediation Services.

APPENDIX LETTERS

CONTINUATION IN PROGRAM LETTER (SCHOOL STATIONARY)

(Date)

Parent name

(Parent Address)

(Greeting)

Re: (Child's Name, Grade and Teacher)

Attendance History: (Year-Days Absent and Tardy) (For all applicable years)

Because your child was absent more than 5 days in a quarter or more than ten days total last year, we are sending you this letter to act as a reminder that children need to be in school each day, and they need to be in their classroom before (time when school begins).

(Your school name here) will again be a part of a special attendance program this upcoming school year. Parents of children who are absent or tardy are asked to meet with a Truancy Mediator. Because parents are mandated by law to send their children to school daily, if absences or tardiness continues to be a problem after mediation, the family will be scheduled for a court hearing.

If you have any questions or would like to come in for a conference, please call me at (school phone number, or our school project coordinator (SPC's name at (SPC's phone number.

Sincerely,

(Principal's Name)

APPENDIX LETTERS

SAMPLE LETTER #1 (SCHOOL STATIONARY HERE)

(Date)

(Parent name)

(Parent Address)

(Greeting)

Re: (Child's Name, Grade and Teacher)

Attendance History: (year - days absent and Tardy) (For applicable years)

(School name) is part of a special program this year Erase Truancy Through Mediation. A Mediator for this special program has been assigned to (School

Name) and will be meeting with parents whose child has a high absentee rate (more than 10 days in a year) in prior years and are starting out this school year with absences without a note from a physician. The purpose of this program is to establish a good attendance routine while children are in the early grades of school.

We need to work together to see that your child gets the very best education possible. We hope that your child will not be absent or tardy unnecessarily for the rest of the year.

Sincerely,

(Principal's Name)

APPENDIX LETTERS

SAMPLE LETTER #2 (SCHOOL STATIONARY)

(Date)

(Parent Name)

(Parent Address)

(Greeting)

Re: (Child's Name, Grade and Teacher)

Attendance history: (Year - days Absent and Tardy) (For all applicable years)

Enclosed is a print out showing the number of days your child has been absent or tardy this school year. Days in excess of 10 in the year are excessive. If your child was seen by a physician during any of the times he/she has been absent this year, please send a note signed by the physician to our school office. You may call your physician and have him fax the excuse to our office on our fax number (school fax number) or you may bring it in personally.

(Your school name here) is part of the Erase Truancy Through Mediation Program for the parents of children who are absent for reasons other than validated illness this year. If your child has additional absences, you may be asked to meet with the Erase Truancy Mediator.

Please call me (school phone number here) or our School Project Coordinator (SPC's number) if you have any questions or concerns that we can help with. We want to work with you and help you in any way we can.

Children cannot learn when they are not in school. We need to work together to ensure that your child receives the best education possible

(School Principal's Name)

APPENDIX LETTERS

SAMPLE NOTICE OF MEDIATION SCHOOL STATIONERY

In the matter of: _____

Date: _____

Number of days absent: _____

Grade: _____

Number of days tardy: _____

Teacher: _____

Notice to Appear for Mediation

This notice is to advise you that this case has been scheduled on

For a mediation at

(School's Name and Address)

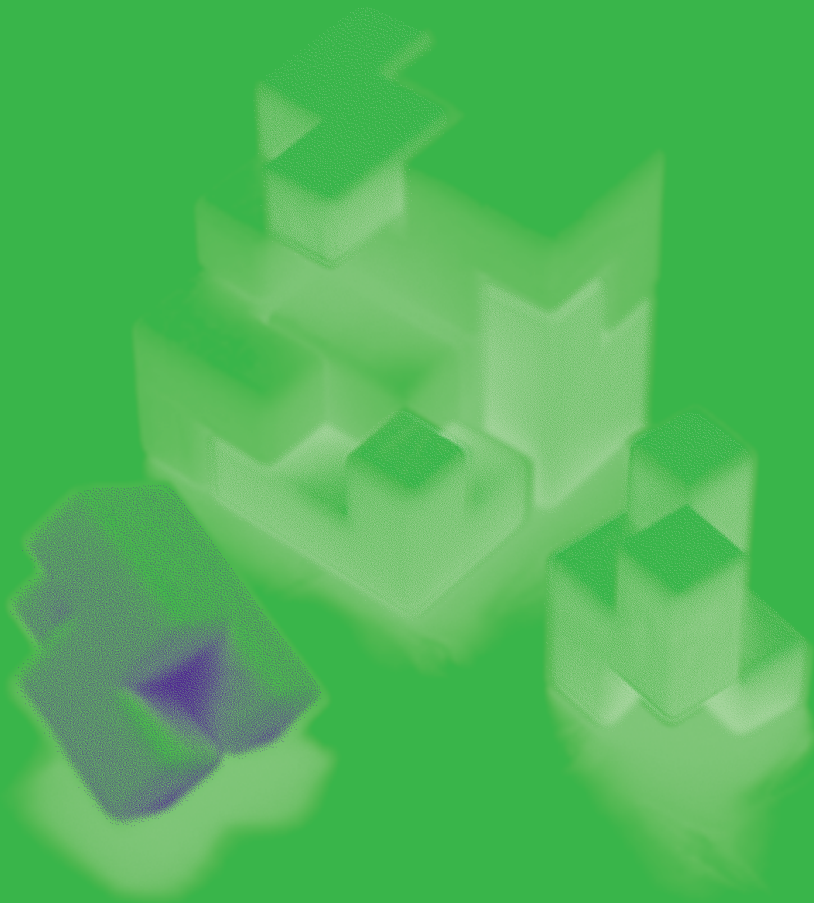
Mediator: (Mediator's Name Here) _____

If you are the parent of the student named in this notice and fail to appear for the mediation, you will be subject to court mediation. The child, if 11 or older, may accompany the parent to mediation.

Note: You will receive a copy of what mediation is and the process and program explanation when you appear for this hearing.

Chapter 4

Evaluating Conflict Resolution Education Programs



Evaluating Conflict Resolution Education Programs

Evaluating Conflict Resolution Education Programs

Process, Outcome, and Impact Evaluations


Several kinds of evaluations are available in measuring conflict resolution programming success: the process evaluation, the outcome evaluation, and the impact evaluation. School and classroom initiatives may incorporate all three forms of evaluation which would provide change agents with the most comprehensive view of programming effectiveness.

A process evaluation describes and measures the quality of the implementation of the programming. This process identifies the level of effectiveness of the delivery of a program. For example, a process evaluation may be conducted to determine if policies and procedures newly implemented in the classroom are effective.

Process evaluation is also useful to measure if a program is reaching its intended audience. An initiative may only target 9-10 grades and only bullies. The process evaluation will determine if the grades and students is appropriate as sole targets for the school anti-bullying efforts.

Evaluation questions involved in a process evaluation include:

- How many students are involved with the program/strategy? Are there similarities or differences among the students or do they represent the entire student population?
- Are these students the intended audience?
- Are students being exposed to the same type, quality, and amount of programming? What differences occur?
- Is staff adequate in number, level of competence, and motivation to deliver the services?
- Are adequate resources available to support the programming?
- Is administrative, district, and parental support adequate? (if parent component is included)



The outcome and impact evaluations measure the effect of the programming on student variables. Therefore, while the process evaluation measures possible delivery effects, the outcome and impact evaluations identify to what extent delivery affects the program objectives (e.g. student variables). Outcome evaluations studies the immediate effects of a conflict resolution program and an impact evaluation measures more long-term effects of an intervention. An evaluation might identify if students demonstrate increased knowledge, skills, or attitudes regarding concepts like empathy or managing anger. It can also identify if bullying episodes have decreased and prosocial inclusive behaviors have increased. Outcome and impact evaluations will also determine if and how the school climate has changed as a result of the programming.

Occasionally, an evaluator is interested in measuring immediate, short-term, and long-term outcomes of programming. Outcome evaluations will traditionally measure short-term and immediate impacts, while long-term outcomes will be measured through an impact evaluation.

School wide programs are best suited for process, outcome, and impact evaluations while classroom evaluations will traditionally use only outcome and impact evaluations. Classroom evaluations will rarely use process outcomes since comparison groups are often unavailable (standardization across teachers isn't possible) and since most classroom programs will involve all students and not merely a few targeted students. A process evaluation may be relevant, although time consuming, to determine if specific classroom policies or procedures are demonstrating an effect on programming goals and objectives.

Outcome and impact evaluations follow traditional patterns of timeline implementation and usually incorporate multiple assessments over a programming year. In most cases, outcome evaluations will require at a minimum a pre-test (prior to implementation) and a post-test (following implementation). Impact evaluations require at least two additional measurements, during implementation, and shortly following program implementation. In highly comprehensive impact evaluations, researchers track programming variables several months or years following intervention.

Once data are collected, comparisons between baseline (pre-intervention) data and implementation data may be analyzed. Pre- and post-program evaluations is one of the least sophisticated methods but most effective means of evaluating programming success. However, pre- and post- program

evaluation cannot determine causality unless rigorous statistical sampling procedures are used. In order to identify that programming caused changes in students' skills, knowledge, or attitudes, intervention classrooms must be randomly assigned to "control" and experimental groups. Control groups must contain students representative of the entire student population and will not receive any intervention. Comparison between control groups and experimental groups using pre- and post-program measurement may assist evaluators with the question, did programming initiatives cause improvements in students' knowledge, skills, and attitudes regarding anti-bullying.

Pre-and post-programming evaluations are not conducive in all situations, however. If students are not exposed to identical intervention (both content and delivery) for the same period of time than conclusions cannot be made about the success of the program. Also, if a school implements different programming levels at different times, or multiple initiatives (e.g. mediation programs plus curriculum) then simple pre- and post-programming evaluation alone is inappropriate. In this case, a school may determine that students do not demonstrate changes in knowledge, skills, or attitudes. This lack of significant findings may be because mediation curriculum does have a significant impact but mediation programming does not (canceling out potential positive effects of curriculum).

Although the true experimental design may be preferred because of the nature of its potential outcomes, it is difficult to conduct within a single school. Students exposed to curriculum in one classroom may use these skills in other classrooms (a control classroom). In addition, if programming is implemented using a whole school approach it is difficult to offer services to some students and not all.

Common evaluation outcome objectives

The evaluation process is intended to determine the extent to which goals and objectives for programming have been met. School staff with classroom based programs are likely to be interested in measuring student education goals and objectives. Therefore, one of the important first steps in the evaluation process is determining what kinds of data to collect and what will best demonstrate program success. Student education practices will be used to further discuss evaluation practices for both the school and classroom based programming.

Suggestions for measuring a sample of student education initiatives are provided in the Figure 4.1 (Barton 2002). Additional skills may be evaluated and include empathy/perspective taking skills, coping strategies and anger management techniques. Concepts should be measured prior to program implementation to establish baseline data trends. Data collection should then occur (at a minimum) following program implementation (at least 4 months following onset, depending on program comprehensiveness).

Student education	Assertiveness	I messages	Conflict resolution
Knowledge	Vocabulary	Concepts	Vocabulary mediation process
Skills	Six steps to dealing with a bully	Demonstrate I message process	Demonstrate constructive conflict resolution strategies
Attitudes	Motivated to assert oneself in Bullying/ witness situations	Motivated to communicate feelings/emotions	Motivated to resolve conflict in a constructive way

FIGURE (4-1)

Specific measurement instruments are available to assist teachers, administrators, and evaluators with measuring program effectiveness. Although not originally intended for purposes of program evaluation, a model proposed by Robert Selman (1981) is particularly useful in measuring changes in student knowledge and skills of constructive conflict resolution.

Selman theorizes that individuals progress through qualitatively different stages of perspective taking abilities which influences interpersonal negotiation skills. Individuals progress from developmentally unsophisticated methods of viewing interpersonal interactions to more sophisticated levels of interpersonal understanding. As one develops, one augments their cognitive capabilities, allowing adults to have access to a larger number of possible conflict resolution strategies as compared to younger children.

An adaptation of the Selman model show that young children developmentally fit into levels 0-1 and have limited ability to understand the perspective of others; resulting in egocentric and unidirectional methods of resolving conflict. Older students developmentally fit into level 2-3 and

possess extensive skills in understanding the perspective of others. Collaborative methods of conflict resolution should be used by this age.

Teachers using classroom based programs may find the Selman model particularly useful as it

- 1) provides an instrument that may be useful in evaluating program implementation effectiveness and
- 2) may assist teachers with developing and using cooperative learning groups for purposes of social skill training opportunities. For instance, educators should pair students in cooperative learning groups with students of varying levels of perspective taking in order to develop these skills. Pairing students in Level 3 with students in Level 1 will result in significant improvements in conflict resolution strategy selection by Level 1 students. On the other hand, teachers who often pair Level 0 with Level 1 students may be able to stop scratching their heads as to why management of the group is so difficult.

Selman Interpersonal Negotiation Strategy

The Selman model provides a mechanism for measuring students' changes in skills regarding constructive conflict resolution and perspective taking, however, it does not measure performance of these skills. Students often display less sophisticated perspective-taking skills than they are capable cognitively. Students may be capable of collaboration yet demonstrate physical aggression as a means of resolving conflictual interactions. Since perspective-taking is a skill that influences selection of a conflict resolution strategy, measurement of this skill provides some evidence of the effectiveness of the anti-bullying education.

The Selman model may be used by evaluators through an interview or questionnaire method. Students should be asked to review a hypothetical situation and answer several open-ended questions regarding the situation. A sample situation is presented in Figure (4-2)

SAMPLE EVALUATION FORM

Hypothetical situation

Sara (James) is best friends with Laura (Mark). A new student comes to the school and Sara (James) spends more time with the new student than Laura (Mark).

Open-ended questions:

- 1) What is the problem?
- 2) How does Laura (Mark) feel?
- 3) How does Sara (James) feel?
- 4) What are some ways to solve the problem?
- 5) What is the best way to solve the problem?

FIGURE (4-2)

The hypothetical situation presented in Figure 4.2 outlines a potential problem involving two or more characters. The goal of using this model is to determine the level of functioning from 0-3 according to the adapted Selman model. Evaluators should attempt to score each question separately depending on the level of sophistication of the response with regards to perspective taking. For example, a student may respond that Sara likes the new student more than Laura as an answer to the first question. This is a significantly lower level response (0-1) as opposed to a more sophisticated response like, "Sara is spending more time with a new student and Laura is probably feeling a little hurt and left out". Similar scores may be identified with regards to questions 4 and 5 regarding solutions. Students may answer question 5 as "Mark should just dump James as a friend" (a lower level of functioning) or "Mark and James might find a way to spend time together either without the new student or with them" (a higher more collaborative method).

The Selman model may be used as a fast, yet effective method for measuring changes in socio-cognitive ability following interventions such as anti-bullying programs. One method is to identify students' level of function prior to programming and to compare this with the developmentally appropriate ages for their responses. For instance, 200 middle school students are scheduled to participate in anti-bullying programming. The evaluation determines that 25% of all participating students respond at a 0-1 level; substantially lower than developmentally expected. 75% of students

demonstrate higher levels of responses. Following program implementation another similar hypothetical situation is presented. This time, only 10% of students respond at a 0-1 level and 90% respond in developmentally appropriate ways.

Classroom based programs may wish to view overall changes in student responses as described above, but may also wish to evaluate individual changes. For each student in the classroom, determine levels prior to implementation and match these for each student following implementation.

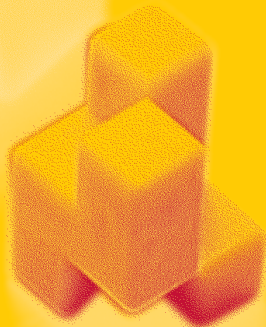
In addition to interviews with students, observations of behavior may be used for evaluation purposes. Recordkeeping also is an important intervention technique. Record keeping that includes observation is an excellent tool for identifying changes in student behavior prior to and following program implementation. Observations may be made with a random sample of students, fewer than the entire class (or school). Data collection is most useful if clearly define categories and types of behaviors are outlines. For example, evaluators may define aggressive behaviors as physical aggression that includes hitting, shoving, pushing, and kicking but not verbal aggression. Observers would then record the frequency, magnitude, and duration of the behavior.

Teachers may use surveys as a method to evaluate students' behaviors in the classroom and outside of the class on the playground and in the lunchroom. Two of the best surveys for assessing conflict resolution initiatives are the School Social Behavior Scales (SSBS) and the Achenbach Teacher Report Form (TRF). Parents can complete the Achenbach Child Behavior Checklist (CBCL) (Achenbach 1994) to determine changes of student behavior in the home. These surveys may be used in conjunction with the Selman model to assess both performance and ability of students' socio-cognitive skills.

Attitudinal change in students' following anti-bullying initiatives is often difficult to change and to measure, particularly because students are not likely to respond truthfully to socially undesirable questions regarding bullying and victimization behaviors. Teachers should consider using the Normative Orientation to Beliefs about Aggression Scale (NOBAGS) for students in elementary and middle school grades. The twenty-item scale developed by Huesmann, Zelli, and Guerra (1994) measures a student's perception on the desirability of aggressive responses in hypothetical situation.

Chapter 5

Resources



Resources

Resources

Organizations

American Association for the DeafBlind (AADB)

8630 Fenton Street, Suite 121
Silver Spring, Maryland 20910-4500
TTY Phone: (301) 495-4402, Voice Phone: (301) 495-4403
Fax: (301) 495-4404
Email: info@aadb.org
AIM Buddy Name: AADBOffice.

JAN-Job Accommodation Network

P.O. Box 6080
Morgantown, WV 26506-6080
(800) 526-7234
Email: jan@jan.icdi.wvu.edu
<http://janweb.icdi.wvu.edu>

Jan's goal is to enable qualified workers with disabilities to be hired and or retained. JAN is a toll-free consulting service that provides information to professionals, businesses, and persons with disabilities about job accommodation.

ABLEDATA

8630 Fenton Street, Suite 930
Silver Springs, MD 20910
(800) 227-0216 / (301) 608-8912 TTY
Email: abledata@macroint.com
<http://www.abledata.com>

ABLEDATA provides information on assistive technology.

American Foundation for the Blind (AFB)

Career Connect
AFB TECH
949 Third Avenue, Suite 200
Huntington, WV 2701
(304) 523-8651
Email: careerconnect@afb.net

AFB CareerConnect provides a network of blind and visually impaired people who offer first-hand information and advice about job experience and the assistive technology they use with blind and visually impaired individuals.

National Federation of the Blind (NFB)

America's Jobline
1800 Johnson Street
Baltimore, MD 21230
(410) 659-9314
Email: nfb@nfb.org
<http://www.nfb.org>

National Association of the Deaf

814 Thayer Avenue
Silver Spring, MD, 20910-4500
301-587-1788 Voice, 301-587-1789 TTY
Fax: 301-587-1791
NADinfo@nad.org

Offers national employment listings and job openings through a telephone menu system.

Lighthouse International

111 East 59th Street
New York, NY 10022
(800) 829-0500/ TTY (212) 821-9713
Email: info@lighthouse.org
<http://www.lighthouse.org>

The Lighthouse's Information and Resource Service provides information of interest to people with impaired vision, their families, and professionals.

Companies the specialize in products/services for the visually impaired

American Printing House for the Blind (APH)

1839 Frankford Avenue
Louisville, KY 40206
<http://www.aph.org>
800-223-1839

Independent Living Aids

P.O. Box 9022
Hicksville, NY 11802
www.independentliving.com
800-537-2118

LS & S

P.O. Box 673
Northbrook, IL 60065
www.lssproducts.com
800-468-4789

Parent Groups

National Association of Parents of Children with Visual Impairments (MAPVI)

1800 Johnson Street
Baltimore, MD 21230
www.nfb.org
410-659-9314

American Foundation for the Blind

11 Pen Plaza
New York, NY 10001
www.afb.org
800-232-5463

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